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ABSTRACT

A career education project was conducted at the Texas School for the Deaf (TSD) to develop a plan of implementation of career education for grade levels 1-12, to train teachers in career education concepts and techniques and in how to write curriculum materials, to develop and duplicate teacher guides and materials for grade levels 1-8, and to initiate plans for an accountability and recording system. Methods used to accomplish the objectives fall into four categories: Work of an operational staff, efforts of a career education workshop for teachers, duplication of materials for teachers' guides for grades 1-8, and services of an evaluator/program developer. A detailed description of specific results achieved in each of these areas is provided, as well as results of the career education workshop participant reactionnaire. Appendixes contain evaluation results of the curriculum writing workshop; a sample unit including objectives, activities, resources, and vocabulary; participant reactionnaire form; measurement instruments reviewed for possible use in TSD career education, and teacher classroom forms. (TA)

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A CAREER EDUCATION PROJECT FOR THE TEXAS SCHOOL FOR THE DEAF

CAREER EDUCATION
AN INNOVATIVE APPROACH TO RELEVANT EDUCATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FINAL REPORT
PUBLISHED BY THE

TEXAS SCHOOL FOR THE DEAF

IN COOPERATION WITH

DIVISION OF OCCUPATIONAL RESEARCH AND DEVELOPMENT
DEPARTMENT OF OCCUPATIONAL EDUCATION AND TECHNOLOGY
TEXAS EDUCATION AGENCY
AUSTIN, TEXAS
AUGUST 1976

BETTIE DAVIS — PROJECT COORDINATOR

CE 010 589

COMPLIANCE WITH TITLE VI, CIVIL RIGHTS OF 1964 AND THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

REVIEWS OF LOCAL EDUCATION AGENCIES PERTAINING TO COMPLIANCE WITH TITLE VI CIVIL RIGHTS ACT OF 1964 AND WITH SPECIFIC REQUIREMENTS OF THE MODIFIED COURT ORDER, CIVIL ACTION NO. 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION ARE CONDUCTED PERIODICALLY BY STAFF REPRESENTATIVES OF THE TEXAS EDUCATION AGENCY. THESE REVIEWS COVER AT LEAST THE FOLLOWING POLICIES AND PRACTICES:

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(2) OPERATION OF SCHOOL BUS ROUTES OR RUNS ON A NON-SEGREGATED BASIS;

(3) NON-DISCRIMINATION IN EXTRACURRICULAR ACTIVITIES AND THE USE OF SCHOOL FACILITIES;

(4) NON-DISCRIMINATORY PRACTICES IN THE HIRING, ASSIGNING, PROMOTING, PAYING, DEMOTING, REASSIGNING OR DISMISSING OF FACULTY AND STAFF MEMBERS WHO WORK WITH CHILDREN;

(5) ENROLLMENT AND ASSIGNMENT OF STUDENTS WITHOUT DISCRIMINATION ON THE GROUND OF RACE, COLOR OR NATIONAL ORIGIN; AND

(6) EVIDENCE OF PUBLISHED PROCEDURES FOR HEARING COMPLAINTS AND GRIEVANCES.

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A special acknowledgement to the participants of the Career Education Curriculum Workshop during the summer of 1976:

Bettie Davis
coordinator

John Westbrook
assistant coordinator

Don Hood- evaluator/program developer
Susan Prather- secretary
Linda Stamman- aide

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FINAL REPORT OF " A CAREER EDUCATION PROJECT
FOR TEXAS SCHOOL FOR THE DEAF."

OUTLINE

CHAPTER I- INTRODUCTION AND BACKGROUND

CHAPTER II- STATEMENT OF PROBLEM AND DESCRIPTION OF OBJECTIVES

CHAPTER III- DESCRIPTION OF METHODS USED TO ACCOMPLISH THE OBJECTIVES

CHAPTER IV- DESCRIPTION OF SPECIFIC RESULTS ACHIEVED

CHAPTER V- DISCUSSION OF CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS DERIVED

CHAPTER I: INTRODUCTION AND BACKGROUND

At Texas School for the Deaf (TSD) Career Education has come to mean:

> A framework of education whereby a student may develop into a productive, contributing citizen at his level of ability. Inherent in this is the ultimate development of a marketable work personality, and the development of communication, computation and coping skills that will allow the individual to function as independently and as happily as possible in his society.

For four years Texas School for the Deaf has been involved with the development and implementation of a Career Education curriculum for deaf students. The results of these four years of intensive work encouraged an experienced and visionary administrative staff to move Career Education at TSD from research status to become an integral part of the total curriculum.

In the fall of 1976 Texas School for the Deaf proposed to involve, for the first time, all students in grade levels K-12 in Career Education. To accomplish this goal, teachers' guides and materials needed to be developed and an accountability and recording system needed to be initiated prior to the opening of school in August, 1976.

These objectives were reached in four steps: (1) through the work of an operational staff; (2) through a Career Education workshop; (3) through the duplication of materials for teachers' guides for grade levels K-8; and (4) through the consultant services of an evaluator/program developer.

BACKGROUND

Texas School for the Deaf is a residential school for deaf students ranging in age from three to twenty-one years of

AGE. THE SCHOOL, FOUNDED IN 1856, HAS SERVED CONTINUOUSLY TO EDUCATE DEAF STUDENTS WITH ALL LEVELS OF ABILITY AND BACKGROUND. THE SCHOOL, HOUSED ON TWO LARGE CAMPUSES IN AUSTIN, TEXAS, HAS AN ENROLLMENT OF UP TO 750 STUDENTS.

PRIOR TO 1972 A RESEARCH PROJECT, "AN EMPLOYMENT ANALYSIS OF DEAF WORKERS IN TEXAS", WAS FUNDED BY THE DIVISION OF OCCUPATIONAL RESEARCH AND DEVELOPMENT. MANY FINDINGS OF THIS RESEARCH POINTED TO A NEED FOR A CURRICULUM CHANGE AT THE TEXAS SCHOOL FOR THE DEAF THAT WOULD BETTER PREPARE ITS STUDENTS FOR THE WORLD OF WORK. ONE OF THE RECOMMENDATIONS OF THAT RESEARCH WAS THE DEVELOPMENT OF A CAREER EDUCATION CURRICULUM FOR THE SCHOOL. THIS RECOMMENDATION, SUPPORTED BY SKILLED OBSERVATIONS BY THE ADMINISTRATIVE STAFF, BROUGHT ABOUT THE INITIATION OF THE RESEARCH PROJECT, "DEVELOPMENT AND IMPLEMENTATION OF A CAREER EDUCATION CURRICULUM FOR THE TEXAS SCHOOL FOR THE DEAF". THIS PROPOSED PROJECT WAS TO DO EXTENSIVE WORK IN DEVELOPING, DOCUMENTING, IMPLEMENTING, EVALUATING AND DISSEMINATING A CAREER EDUCATION CURRICULUM FOR THE DEAF. THESE EFFORTS WERE SUPPORTED BY THE DIVISION OF OCCUPATIONAL EDUCATION AND TECHNOLOGY, TEXAS EDUCATION AGENCY. THE PROJECT CONTINUED UNDER THIS SUPPORT UNTIL THE SUMMER OF 1975.

DURING THE SCHOOL YEAR 1975-76 CAREER EDUCATION MOVED FROM A RESEARCH PROJECT TO AN INTEGRAL PART OF THE CURRICULUM. ALL FUNDING FOR THIS YEAR WAS PROVIDED BY THE SCHOOL. THE STAFF WAS REDUCED FROM SIX MEMBERS TO TWO MEMBERS. BECAUSE A CORE OF TEACHERS HAD BEEN TRAINED DURING THE RESEARCH PROJECT, IMPLEMENTATION OF THE EXISTING CURRICULUM CONTINUED AND DIFFERED ONLY SLIGHTLY DUE TO THE REDUCED STAFF. SCHOOL FUNDS FOR CAREER EDUCATION MATERIALS AND PROJECTS WERE ADEQUATELY PROVIDED AND ADMINISTRATIVE SUPPORT WAS ENTHUSIASTIC AND STRONG. THROUGH THIS SCHOOL YEAR THE FOCUS WAS ON CAREER EDUCATION FOR STUDENTS IN GRADE LEVELS 3-8 WITH SPECIAL PROJECTS AND CURRICULUM DESIGNED FOR GRADES 9-12.

AS TSD STRIVES TO MAKE CAREER EDUCATION A VITAL PART OF THE CURRICULUM FOR ALL STUDENTS FROM PRE-SCHOOL THROUGH HIGH SCHOOL, IT WILL BE FACING A MASSIVE UNDERTAKING AND WILL BE PIONEERING IN SOME LITTLE-EXPLORED AREAS FOR THE DEAF.

ONE SUCH AREA IS IN THE DEVELOPMENT OF CAREER EDUCATION MATERIALS USABLE FOR THE EDUCATION OF DEAF STUDENTS. AN OVER-SIMPLIFICATION OF THIS PROBLEM IS TO STATE THAT THE MASS OF CAREER EDUCATION MATERIALS FLOODING THE RESEARCH AND COMMERCIAL MARKETS ARE SELDOM IF EVER USUABLE FOR THE DEAF AS THEY ARE BECAUSE UNDERSTANDING OF THE CONTENT USUALLY DEPENDS HEAVILY ON THE

UTILIZATION OF A SOUND TRACT OR CASSETTE TAPE. ADAPTATION OF SUCH MATERIALS IS PROHIBITIVELY EXPENSIVE IN TIME AND MONEY.

ANOTHER SUCH AREA IS IN THE DEVELOPMENT OF AN ACCOUNTABILITY/ RECORDING SYSTEM FOR CAREER EDUCATION. THIS IS AN ELUSIVE AND CHALLENGING AREA FOR ALL PRACTITIONERS OF CAREER EDUCATION BUT IT IS DOUBLY SO IN DEALING WITH DEAF STUDENTS. AS EVALUATION AND ACCOUNTABILITY SYSTEMS ARE DEVELOPED FOR CAREER EDUCATION AT TSD THERE ARE STRONG IMPLICATIONS THAT UNIQUE CONTRIBUTIONS WILL BE MADE TO SOLVE SOME OF THE PROBLEMS IN THE ASSESSMENT OF DEAF INDIVIDUALS.

CHAPTER II: STATEMENT OF PROBLEM AND DESCRIPTION OF OBJECTIVES

PROBLEM

To implement an exemplary program of Career Education at TSD, teacher guide materials must be developed and duplicated, teachers must be trained, a plan of implementation must be designed and an accountability and recording system must be initiated.

Traditionally, students at the Texas School for the Deaf tend to be in grade levels at least two years lower than their hearing peers of the same age. The Texas School for the Deaf will experience a major change in 1976-77. This change will involve a reassigning of students by age so that they will be in grade levels comparable to students in other public school systems in Texas. In the year 1976-77, it is planned that all students, grades 1-12, at the school will have Career Education as a basic part of their daily curriculum. To accomplish this goal, a Career Education workshop from June 7-25, 1976 was necessary, for the following reasons:

1. The existing guides were written before any implementation of Career Education was done at the Texas School for the Deaf. The intent and purpose of the original guides was to provide suggestions to teachers about developing and implementing Career Education concepts. Although the guides were unique and constantly requested by Career Education practitioners from all over the United States, our teachers felt the guides were obsolete for their needs. The initial work of writing new guides was planned for the workshop, with the materials to be written, duplicated and collated by August 1, 1976. These materials will be tried and revised by the classroom teachers in the fall of 1976 so that by January of 1977 a series of guides for grade levels 1-8 will be available for national distribution.

2. The most effective activities of the Career Education program for the past four years have not yet been fully documented. These activities will be documented and included in

THE GUIDES PREVIOUSLY DESCRIBED

3. THE REASSIGNMENT OF STUDENTS TO GRADES ACCORDING TO AGE LEVELS AT THE TEXAS SCHOOL FOR THE DEAF DEMANDED A COMPLETE REVISION AND EXPANSION OF THE EXISTING PROGRAM OF CAREER EDUCATION.

4. THE WORKSHOP SETTING IS AN EFFECTIVE WAY TO FURNISH INSERVICE TRAINING TO TEACHERS WHO WILL BE IMPLEMENTING THE UPDATED PROGRAM. THE PARTICIPANTS WILL DEVELOP THE PROGRAM THEY WILL IMPLEMENT IN THE FALL.

5. AN EVALUATION/ACCOUNTABILITY SYSTEM MUST BE DEVELOPED AS THE PROGRAM IS DEVELOPED. AGAIN, THE WORKSHOP SETTING WITH AN EMPHASIS ON PARTICIPANT INVOLVEMENT APPEARED TO BE AN EFFECTIVE METHOD OF DEVELOPING SUCH A SYSTEM.

THE RESULTS OF THE WORKSHOP WERE TO BE COMPILED, MATERIALS DUPLICATED AND ORGANIZED, AND DETAILS OF IMPLEMENTATION OF THE ACADEMIC YEAR FINALIZED BY JULY 31, 1976.

THE LITERATURE ABOUT DEAFNESS AS RELATED TO CAREER EDUCATION IS LIMITED OUTSIDE THE PUBLICATIONS OF THE CAREER EDUCATION PROJECT OF THE TEXAS SCHOOL FOR THE DEAF. HOWEVER, THE FOLLOWING RESEARCH PROJECTS AND THEIR PUBLICATIONS WERE FULLY UTILIZED DURING THE PROJECT.

A. "THE DEVELOPMENT OF A CAREER EDUCATION CURRICULUM FOR DEAF STUDENTS", DIVISION OF OCCUPATIONAL RESEARCH AND DEVELOPMENT, DEPARTMENT OF OCCUPATIONAL EDUCATION AND TECHNOLOGY, TEXAS EDUCATION AGENCY.

B. "SCOPE AND SEQUENCE- DEVELOPMENTAL LANGUAGE CENTERED CURRICULUM FOR HEARING IMPAIRED CHILDREN", PUBLIC LAW 89-313, TITLE I, TEXAS EDUCATION AGENCY, SPECIAL PROJECT.

C. "THE ADULT PERFORMANCE LEVEL STUDY" BY DR. NORVELL NORTHCUTT, UNIVERSITY OF TEXAS, EXTENSION DEPARTMENT.

D. "DRAFT GUIDELINES FOR THE EVALUATION OF CAREER EDUCATION PROGRAMS", DEVELOPMENTAL ASSOCIATES, U. S. OFFICE OF EDUCATION DEPARTMENT OF HEALTH, EDUCATION AND WELFARE.

E. THE DEAF POPULATION OF THE UNITED STATES BY JEROME SCHEIN, DIRECTOR OF DEAFNESS AND RESEARCH TRAINING CENTER, NEW YORK UNIVERSITY, AND MARCUS T. DELK, JR., COORDINATOR OF SURVEY RESEARCH, DEAFNESS AND RESEARCH TRAINING CENTER, NEW YORK UNIVERSITY. NATIONAL ASSOCIATION OF THE DEAF.

F. "AN EMPLOYMENT ANALYSIS OF DEAF WORKERS IN TEXAS"; BOBBY TUTT, PROJECT COORDINATOR, DEVELOPED JOINTLY BY TEXAS SCHOOL FOR THE DEAF AND THE DIVISION OF OCCUPATIONAL RESEARCH AND DEVELOPMENT, TEXAS EDUCATION AGENCY.

G. "BASIC LEARNER OUTCOMES FOR CAREER EDUCATION", DIVISION OF PROGRAM PLANNING AND NEEDS ASSESSMENT, TEXAS EDUCATION AGENCY.

H. "MATRIX OF LEARNER OUTCOMES FOR CAREER EDUCATION" PARTNERS IN CAREER EDUCATION, ELVIS H. ARTEBURY, PH.D., PROJECT DIRECTOR, FUNDED JOINTLY BY TITLE III, ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I AND PART B FOR THE HANDICAPPED ACT AND PART B-REGULAR, VOCATIONAL EDUCATION ACT, TEXAS EDUCATION AGENCY.

I. "THE DEVELOPMENT OF A PLAN FOR A COMPETENCY-BASED INDUSTRIAL ARTS CURRICULUM WITH DIRECT IMPLICATIONS FOR OCCUPATIONAL EDUCATION, PROGRAM DEVELOPMENT" BY DR. JOHN BALLARD, SOUTHWEST TEXAS STATE UNIVERSITY AND TEXAS EDUCATION AGENCY.

J. "TEXAS VIEW", FOR TEXAS EDUCATION AGENCY, FUNDING AND DEVELOPMENTAL GUIDANCE BY DEPARTMENT OF SPECIAL EDUCATION, DEPARTMENT OF OCCUPATIONAL EDUCATION AND TECHNOLOGY, TEXAS EDUCATION AGENCY.

OBJECTIVES

THE OBJECTIVES OF THE PROJECT WERE AS FOLLOWS:

I. TO DEVELOP A PLAN OF IMPLEMENTATION OF CAREER EDUCATION FOR GRADE LEVELS 1-12.

II. TO TRAIN TEACHERS IN CAREER EDUCATION CONCEPTS AND TECHNIQUES AND TO WRITE CURRICULUM MATERIALS.

III. TO DEVELOP AND DUPLICATE TEACHER GUIDES AND MATERIALS FOR GRADE LEVELS 1-8.

IV. To initiate plans for an accountability and recording system to be further researched and utilized during the academic year.

Procedures

I. To develop a plan of implementation for Career Education, the operational staff and the teacher participants were to:

A. Study "Scope and Sequence- Developmental Language Centered Curriculum for Hearing Impaired Children", "The Basic Learner Outcomes for Career Education", "The Matrix of Basic Learner Outcomes", and other available literature to determine desired student outcomes appropriate at each grade level.

B. Review "The Development of a Career Education Curriculum for the Deaf" and reorganize, delete or suggest additional units.

C. Determine from their study and experience a recommended structural and scheduling plan for Career Education in grade levels 1-12.

D. Document recommendations for implementation and procedures for activities such as field trips and special events.

II. To train teachers in Career Education concepts and techniques and to write curriculum materials, the operational staff and teacher participants were to:

A. Receive two days of intensive training by the staff from the Career Education office at the Texas Education Agency and the staff of Partners in Career Education, Arlington, Texas.

B. Receive training for writing behavioral objectives and developing assessment criteria conducted by an Evaluator/Program Developer from the Educational Testing Service.

C. Use training received in the workshop as they plan the implementation, structure and develop materials for the teacher guides.

D. Make recommendations for re-scheduling, for inservice training of teachers not attending the workshop, for development of effective lesson plans, and for

DOCUMENTATION OF EXPERIENCES DURING THE SCHOOL YEAR.

III. TO DEVELOP AND DUPLICATE TEACHER GUIDES AND MATERIALS FOR GRADE LEVELS 1-8, THE FOLLOWING OUTCOMES WERE EXPECTED:

A. DOCUMENTATION OF IMPLEMENTATION PLAN.

B. IDENTIFICATION OF GOALS, GENERAL OBJECTIVES, AND BEHAVIORAL OBJECTIVES FOR EACH LEVEL, AND ASSURANCE THAT THESE GOALS WERE COMMENSURATE WITH THE "SCOPE AND SEQUENCE" GOALS AND OBJECTIVES.

C. TEACHING GUIDES FOR LEVELS 1-8 THAT WOULD PROVIDE ENRICHMENT ACTIVITIES FOR THE GIFTED STUDENTS AS WELL AS ACTIVITIES FOR THE SLOW LEARNERS AND AVERAGE STUDENTS.

D. IDENTIFICATION OF TEACHING MATERIALS AND RESOURCES AVAILABLE TO SUPPORT SPECIFIC UNITS SO THAT SUCH INFORMATION COULD BE INCLUDED IN THE GUIDES.

E. PREPARATION AND ORGANIZATION OF COPY SO THAT DUPLICATION AND COLLATING OF MATERIALS FOR THE EIGHT GUIDES WILL BE COMPLETED BY JULY 31. THE GUIDE MATERIALS WERE TO BE READY BY THIS DATE IF THE EXEMPLARY PROGRAM OF CAREER EDUCATION WAS TO BE OPERATIONAL BY THE OPENING OF SCHOOL IN 1976.

IV. TO INITIATE A PLAN FOR ACCOUNTABILITY AND RECORDING SYSTEMS, THE SERVICES OF AN OUTSIDE EVALUATOR/PROGRAM DEVELOPER ARE NEEDED. THE EVALUATOR/PROGRAM DEVELOPER WAS EXPECTED TO:

A. OBSERVE AND PARTICIPATE IN SESSIONS OF THE WORKSHOP SO THAT HE MIGHT UNDERSTAND THE GOALS AND OBJECTIVES OF CAREER EDUCATION AT THE TEXAS SCHOOL FOR THE DEAF.

B. TO EVALUATE THE WORKSHOP SESSIONS AND THE COORDINATORS AND PARTICIPANTS IN THE WORKSHOP.

C. TO INITIATE PLANS FOR ACCOUNTABILITY AND RECORDING OF CAREER EDUCATION ACTIVITIES. THESE PLANS WOULD BE FURTHER RESEARCHED AND USED DURING THE SCHOOL YEAR.

D. TO INSTRUCT TEACHERS IN SMALL GROUP SITUATIONS IN WRITING BEHAVIORAL OBJECTIVES AND IN DEVELOPING ASSESSMENT CRITERIA FOR THESE OBJECTIVES/

E. To orient teacher participants and the operational staff to possible accountability and recording systems.

CHAPTER III: DESCRIPTION OF METHODS USED TO ACCOMPLISH THE OBJECTIVES

METHODS USED TO ACCOMPLISH THE OBJECTIVES OF THIS PROJECT CAN BE SEPARATED INTO FOUR CATEGORIES:

(1) WORK OF AN OPERATIONAL STAFF

(2) EFFORTS OF A CAREER EDUCATION WORKSHOP

(3) DUPLICATION OF MATERIALS FOR TEACHERS' GUIDES FOR GRADES 1-8

(4) SERVICES OF AN EVALUATOR/PROGRAM DEVELOPER

OPERATIONAL STAFF

THE OPERATIONAL STAFF, UNDER THE DIRECTION OF THE CAREER EDUCATION COORDINATOR AT TEXAS SCHOOL FOR THE DEAF, INCLUDED AN ASSISTANT COORDINATOR, A SECRETARY AND AN AIDE. THE OPERATIONAL STAFF (THIS STAFF) WORKED FROM JUNE 1 THROUGH JULY 31, 1976. AT THAT TIME THE OPERATIONAL STAFF HAD BEEN EMPLOYED AT TSD AND WERE UNDER CONSIDERATION FOR POSITIONS INVOLVED WITH THE IMPLEMENTATION OF CAREER EDUCATION DURING THE SCHOOL YEAR 1976-77.

IT WAS THE RESPONSIBILITY OF THE OPERATIONAL STAFF TO EXECUTE THE PLANS FOR THE SUMMER WORKSHOP THAT HAD BEEN DEVELOPED BY THE CAREER EDUCATION COORDINATOR SO THAT THE OBJECTIVES OF THE PROJECT COULD BE ACCOMPLISHED. IN ADDITION, THE STAFF WAS RESPONSIBLE FOR ORGANIZING, EDITING, PREPARING COPY AND COLLATING MATERIALS FOR THE NEW TEACHERS' GUIDES.

THESE RESPONSIBILITIES WERE REALIZED AS THE STAFF COMPLETED THE TASKS THEY WERE EXPECTED TO DO.

1. PREPARED AND CONDUCTED THE CAREER EDUCATION WORKSHOP FROM JUNE 7-25.
2. PREPARED FOR THE DUPLICATION OF MATERIALS

RESULTING FROM THE WORKSHOP.

3. COLLATED THE TEACHERS' GUIDES AND MATERIALS FOR DISTRIBUTION BY AUGUST 7, 1976.

4. PLANNED AND PREPARED FOR INSERVICE TRAINING OF TEACHERS FOR THE SCHOOL YEAR 1976-77.

5. ENLISTED ASSISTANCE OF THE BUSINESS COMMUNITY AND OTHER ORGANIZATIONS.

6. PREPARED AND REFINED RECOMMENDATIONS FOR SCHEDULING AND IMPLEMENTATION OF CAREER EDUCATION THAT RESULTED FROM THE WORKSHOP.

7. BEGAN TO DEVELOP GUIDELINES FOR AND ENLISTED PARTICIPANTS IN A FUNCTIONAL CAREER EDUCATION ADVISORY COUNCIL FOR THE TEXAS SCHOOL FOR THE DEAF.

8. COORDINATED AND ESTABLISHED PROCEDURES WITH THE MEDIA CENTER AT THE TEXAS SCHOOL FOR THE DEAF FOR DEVELOPING MATERIALS AND TELEVISION SERIES, FOR PHOTOGRAPHING AND PRINTING TEACHING PICTURES FOR EACH CAREER EDUCATION UNIT, FOR PREVIEWING AND EVALUATION OF COMMERCIAL MATERIALS, AND FOR ADOPTING EXISTING CAREER DEVELOPMENT TELEVISION SERIES.

9. BEGAN THE DEVELOPMENT OF PROCEDURES FOR THE DOCUMENTATION OF INNOVATIVE TECHNIQUES AND ACTIVITIES ON A CONTINUING BASIS.

10. BEGAN THE DEVELOPMENT OF AN ACCOUNTABILITY SYSTEM FOR EACH COMPONENT OF CAREER EDUCATION IDENTIFIED IN THE WORKSHOP.

11. REORGANIZED EXISTING SUPPLIES AND MATERIALS AND MOVED THEM TO LOCATIONS WHERE THEY WILL BE MORE EFFECTIVELY USED DURING THE SCHOOL YEAR.

12. STUDIED (RECOMMENDED) PROCEDURES WHEREBY THE CAREER EDUCATION CURRICULUM EFFECTIVELY INTEGRATES WITH SCOPE AND SEQUENCE, A BASIC CURRICULUM TO BE USED THROUGHOUT THE SCHOOL.

13. DOCUMENTED PROCEDURES AND MATERIALS SO THAT THEY WILL BE TRANSFERABLE FOR USE BY OTHER SCHOOLS FOR THE DEAF AND/OR PRACTITIONERS OF CAREER EDUCATION WITH BOTH HANDICAPPED AND NON-HANDICAPPED STUDENTS.

THE FOUR MAJOR OBJECTIVES OF THIS PROJECT FOUND THEIR FOCAL POINT IN A CAREER EDUCATION WORKSHOP FROM JUNE 7 THROUGH JUNE 25, 1976. THE REMAINING TIME OF THIS PROJECT WAS USED TO ORGANIZE AND PREPARE FOR DISSEMINATION OF THE PRODUCTS AND RESULTS OF THIS WORKSHOP.

WORKSHOP

THE WORKSHOP HAD BEEN PREPARED PRIMARILY BY THE PROJECT COORDINATOR. THESE PLANS WERE FACILITATED BY THE OPERATIONAL STAFF WORKING WITH 30 TEACHER/PARTICIPANTS SELECTED FROM THE FACULTY AT TEXAS SCHOOL FOR THE DEAF. FROM THIS GROUP OF TEACHER/PARTICIPANTS, FIVE WERE SELECTED TO SERVE AS FACILITATORS FOR AN ADDITIONAL WEEK. IN ADDITION, ONE FACILITATOR AND AN EVALUATOR/PROGRAM DEVELOPER WORKED FORM JUNE 7 TO JULY 31.

TEACHER/PARTICIPANTS

OPPORTUNITIES TO SERVE AS TEACHER/PARTICIPANTS WERE FIRST MADE AVAILABLE TO TEACHERS IN THE ELEMENTARY DEPARTMENT AND/OR TEACHERS WHO HAD PREVIOUSLY BEEN INVOLVED WITH CAREER EDUCATION IN THE PAST. THIS GROUP OF TEACHERS WOULD BE THE ONES MOST DIRECTLY INVOLVED WITH IMPLEMENTATION THE FOLLOWING YEAR. THE REMAINING OPENINGS WERE MADE AVAILABLE TO TEACHERS IN ALL DEPARTMENTS AT TSD.

THESE TEACHERS PARTICIPATED IN 15 SIX HOUR WORK SESSIONS. IN ADDITION, THEY WORKED IN 3 TWO-HOUR SESSIONS EVALUATING COMMERCIAL CAREER EDUCATION MATERIALS AND DOCUMENTING RECOMMENDATIONS FOR IMPLEMENTATION OF CAREER EDUCATION AT TSD.

THE TEACHER/PARTICIPANTS HAD THE FOLLOWING RESPONSIBILITIES:

1. TO PARTICIPATE IN INSERVICE TRAINING IN CAREER EDUCATION PHILOSOPHIES AND METHODS AND CURRICULUM WRITING TECHNIQUES.
2. TO DEVELOP A GENERAL DESIGN (STRUCTURE) FOR CAREER EDUCATION AT TEXAS SCHOOL FOR THE DEAF.
3. TO RECOMMEND A PLAN FOR THE IMPLEMENTATION OF CAREER EDUCATION FOR 1976-77.
4. TO DEVELOP AND DOCUMENT TEACHERS' GUIDES AND

MATERIALS FOR GRADE LEVELS 1-8.

THE FIVE FACILITATORS, WORKING THE WEEK FOLLOWING THE WORKSHOP, HAD AS THEIR PRIMARY FUNCTION THE ORGANIZATION AND EDITING OF THE PRODUCTS OF THE WORKSHOP. THIS GROUP ALSO ASSISTED THE OPERATIONAL STAFF IN FINALIZING PLANS FOR THE DOCUMENTATION, IMPLEMENTATION, AND DISSEMINATION OF THE RESULTS OF THE WORKSHOP.

THE SIXTH FACILITATOR HAD A FUNCTION SOMEWHAT DIFFERENT FROM THE OTHER PARTICIPANTS. THIS FACILITATOR ASSISTED THE OPERATIONAL STAFF, BUT THE PRIMARY FUNCTION OF THIS JOB WAS TO LOCATE AND CONTACT RESOURCE PEOPLE IN THE COMMUNITY, ESTABLISHING FIELD TRIP SITES IN VARIOUS WORK AREAS AND COORDINATING THE PHOTOGRAPHING OF THESE SITES FOR A TEACHER VOLUNTEER AND THE SERVICES OF A PHOTOGRAPHER FROM THE INSTRUCTIONAL MEDIA CENTER AT TSD. RESPONSIBILITY IN THIS AREA INCLUDED NOT ONLY THE TAKING OF SLIDES AND BLACK AND WHITE PICTURES, BUT ALSO THE DOCUMENTATION OF CONTACT NAMES, ADDRESSES OF FIELD SITES, PHONE NUMBERS AND SPECIFIC INFORMATION ABOUT THE FIELD SITES AND THE PHOTOGRAPHS.

ACTIVITIES

ONE OF THE MAJOR CONCERNS IN ACCOMPLISHING THE PROJECT'S MASSIVE TASK WAS HOW TO SHIFT THE TEACHERS' THINKING FROM "HOW CAN I PLAN C.E. MATERIALS FOR MY CLASS? TO "HOW CAN I CONTRIBUTE TO THE TOTAL PROCESS OF THE EDUCATION OF INDIVIDUAL DEAF STUDENTS USING CAREER EDUCATION CONCEPTS?"

THIS WAS ACCOMPLISHED DURING THE WORKSHOP IN TWO WAYS.

(1) THROUGH THE PARTICIPANTS WORKING UNDER THE DIRECTION OF OUTSIDE EXPERTS.

(2) THROUGH A BETTER UNDERSTANDING OF THE EDUCATIONAL OUTCOMES EXPECTED AS STUDENTS LEAVE TSD; A BETTER UNDERSTANDING OF OTHER PARTICIPANTS AND A BETTER UNDERSTANDING OF THEMSELVES IN RELATION TO THE TOTAL PROCESS.

(A) THEY SHARED INFORMATION.

(B) THEY WORKED ON ASSIGNED TASKS THAT WOULD BENEFIT NOT INDIVIDUAL CLASSES, BUT THE TOTAL PROCESS.

SEVERAL FACTORS CONTRIBUTED TO THE LACK OF UNDERSTANDING OF THE GLOBAL TASK OF EDUCATING A DEAF CHILD AT TSD. SOME OF THOSE FACTORS FOLLOW:

(1) GEOGRAPHIC SEPARATION OF THE TWO CAMPUSES AT TSD. DISTANCE ALONE MAKES COMMUNICATION BETWEEN DEPARTMENTS DIFFICULT.

(2) WIDE AGE SPAN OF STUDENTS. THE UNDERSTANDING OF NEEDS OF STUDENTS IS MADE MORE COMPLICATED BY THE AGE RANGING FROM THREE TO TWENTY-ONE AT TSD.

(3) TIME CONSUMED IN THE ADAPTATION OF MATERIALS AND TEXTS. BECAUSE OF THE LANGUAGE DEPRIVATION INVOLVED WITH DEAFNESS FEW COMMERCIAL EDUCATIONAL MATERIALS ARE USABLE AS THEY ARE PRINTED. OF NECESSITY A TEACHER OF THE DEAF SPENDS MUCH TIME ADAPTING MATERIALS.

IT WAS FELT THAT THE INSERVICING OF TEACHERS HAD TO BEGIN AT THE POINT OF THESE CONCERNS IF THE BEST RESULTS WERE TO BE REALIZED DURING THE WORKSHOP AND IF SUCCESS OF IMPLEMENTATION WERE TO BE REALIZED THE FOLLOWING FALL.

A TEAM OF OUTSIDE EXPERTS FROM PARTNERS IN CAREER EDUCATION UNDER THE DIRECTION OF DR. RITA BRYANT CONDUCTED THE FIRST TWO DAYS OF THE WORKSHOP. WHILE CONDUCTING 50 TWO-DAY CAREER EDUCATION CURRICULUM WRITING WORKSHOPS THROUGHOUT TEXAS DURING 1975-76 THIS TEAM HAD DEVELOPED VERY EFFECTIVE TECHNIQUES FOR INSERVICING TEACHERS IN THE CONCEPTS OF CAREER EDUCATION AND IN TECHNIQUES FOR WRITING CURRICULUM ACTIVITIES USING THE LEARNER OUTCOMES IDENTIFIED BY CAREER EDUCATION, TEXAS EDUCATION AGENCY.

UNDER THIS TEAM'S INSTRUCTION THE TEACHER/PARTICIPANTS BECAME FAMILIAR WITH THE MATRIX OF LEARNER OUTCOMES (1) AND EXPERIENCED IN USING CAREER EDUCATION CONCEPTS IN WRITING CURRICULUM FOR VARIOUS SUBJECT AREAS AND AGE LEVELS.

ON THE THIRD DAY THE PROJECT COORDINATOR SET INTO MOTION PLANS TO HELP PARTICIPANTS IDENTIFY EXPECTED OUTCOMES FOR STUDENTS LEAVING TSD AS WELL AS TO GAIN NEW KNOWLEDGE ABOUT THE WORK OF TEACHERS IN OTHER DEPARTMENTS AND TO EXPLORE POSSIBLE SOLUTIONS TO BUILDING A CURRICULUM DESIGN TO ACCOMPLISH THE IDENTIFIED OUTCOMES.

THE FOLLOWING TECHNIQUES WERE USED:

(1) THE NOMINAL GROUP PROCESS.

(2) REPORTS ON TYPICAL DAY AT TSD IN EACH DEPARTMENT.

(3) ASSIGNED TASKS BY DEPARTMENTS.

(4) ASSIGNED TASKS ACROSS DEPARTMENTS.

(5) REPORTING DISCUSSIONS AND FEEDBACK ON TASKS.

THE ASSISTANT COORDINATOR OF THE PROJECT AND THE VOCATIONAL ADJUSTMENT COUNSELOR AT TSD CONDUCTED A NOMINAL GROUP PROCESS WITH THE THIRTY PARTICIPANTS. THIS WAS AN UNUSUALLY LARGE GROUP TO UTILIZE THIS PROCESS. HOWEVER, IT WAS FELT THAT THE EAGERNESS OF THE GROUP TO KNOW MORE ABOUT THE FEELING OF TEACHERS FROM DEPARTMENTS OTHER THAN THEIR OWN WOULD MAKE THE PROCESS MORE MEANINGFUL IF ALL PARTICIPATED IN ONE GROUP. THIS PROVED TO BE TRUE AND IT WAS THE GREATEST SINGLE CONTRIBUTION TO THE GROUP ACCEPTING A COMMON TREND OF THOUGHT, SEE APPENDIX A.

THE NOMINAL GROUP PROCESS LEADERS POSED THIS QUESTION, " WHAT SKILLS AND/OR PERSONALITY TRAITS DO YOU THINK A STUDENT GRADUATING FROM TSD SHOULD HAVE?" THE EXPERIENCE RECEIVED IN WORKING WITH THIS QUESTION THROUGH A NOMINAL GROUP PROCESS WAS OF PRIMARY IMPORTANCE IN ITSELF. IN ADDITION,THIS PROCESS LAID THE GROUNDWORK FOR AN ACCEPTANCE OF THE LEARNER OUTCOMES IDENTIFIED BY TEA.

DURING THE WEEK,PARTICIPANTS WERE INTRODUCED TO THE FIFTEEN JOB CLUSTER CATEGORIES, THE OBJECTIVES OF SCOPE AND SEQUENCE, AND THE ACTIVITIES OF THE CAREER EDUCATION PUBLICATIONS FROM TSD AND TEA.

ON THURSDAY THE PARTICIPANTS WERE DIVIDED INTO GROUPS ACCORDING TO THE DEPARTMENTS IN WHICH THEY HAD TAUGHT THE PREVIOUS YEAR. EACH GROUP WAS GIVEN THIS ASSIGNMENT, "PREPARE A 30 MINUTE REPORT THAT WILL DESCRIBE A TYPICAL SCHOOL DAY FOR STUDENTS IN YOUR DEPARTMENT." THESE REPORTS WERE WELL PREPARED AND WERE PRESENTED TO THE LARGE GROUP ON FRIDAY.

LATER THAT THURSDAY THE PARTICIPANTS WERE ASSIGNED TO GROUPS A, B, C, OR D. THESE GROUPS WERE ARRANGED SO THAT TEACHERS FROM DIFFERENT DEPARTMENTS WORKED ON ASSIGNED TASKS. FOR EXAMPLE, THE GROUPS WERE ASKED TO :

1. STUDY TWO CATEGORIES OF THE 177 LEARNER

OUTCOMES IDENTIFIED BY CAREER EDUCATION, TEXAS EDUCATION AGENCY AND DETERMINE IF THESE OUTCOMES WERE ACCEPTABLE FOR DEAF STUDENTS, IF THEY SHOULD BE ALTERED, OR IF OTHERS SHOULD BE ADDED.

2. DESIGN A PLAN OF IMPLEMENTATION AND STRUCTURE SO THAT THESE OUTCOMES COULD BE REALIZED BY STUDENTS AT TSD.

ALTHOUGH IT APPEARED A LONG WAY AROUND TO ACCOMPLISH THE TASK OF WRITING GUIDES FOR 1-8 AND ALTHOUGH SOME TEACHERS STATED IN THE EVALUATION AT THE END OF THE WORKSHOP THAT IT WOULD HAVE BEEN EASIER TO HAVE BEEN TOLD WHAT TO WRITE AND THEN TO HAVE WRITTEN CURRICULUM FOR THREE WEEKS, THE PROJECT COORDINATOR FELT THAT THE MAXIMUM RESULTS COULD BE REALIZED ONLY AFTER THE EXPERIENCES OF THAT FIRST WEEK.

CURRICULUM WRITING DID NOT BEGIN UNTIL MONDAY OF THE SECOND WEEK. BY THE TIME WRITING BEGAN THERE APPEARED TO BE A FUNCTIONAL UNDERSTANDING OF CAREER EDUCATION, WHAT IT WAS AND WAS NOT, AN AGREEMENT ABOUT WHAT WAS NEEDED IN THE UNITS TO BE WRITTEN, AND AN ACCEPTANCE OF THE COMMON GOAL OF DEVELOPING A PROCESS TO REALIZE THE LEARNER OUTCOMES. WHEN THIS WRITING FOR THE GUIDEBOOKS BEGAN, TEACHERS WERE GROUPED TO WRITE FOR THE SAME AGE LEVEL STUDENTS THAT THEY HAD EXPERIENCE IN TEACHING.

TEACHERS' GUIDE BOOKS

PRIOR TO THE WORKSHOP IT WAS DETERMINED THAT THE CURRICULUM STRUCTURE WOULD REFLECT THE FIFTEEN OCCUPATIONAL CLUSTERS AS IDENTIFIED BY USOE AND THAT A STRUCTURE WOULD BE ESTABLISHED SO THAT EVENTUALLY UNITS WOULD BE WRITTEN FOR EACH OF THE FIFTEEN JOB CLUSTERS FOR EACH SCHOOL YEAR K-5. IN ADDITION, EXPLORATION UNITS WOULD BE WRITTEN FOR GRADES OF THE LEVELS, 6-8.

THE TIME LIMITATIONS OF A 3-WEEK WORKSHOP PROVOKED THE NECESSITY FOR A DECISION TO BE REACHED ABOUT IDENTIFYING A PRIORITY OF EXPECTATIONS TO GUIDE THE TEACHERS IN THEIR WRITING. THE ALTERNATIVES IN MAKING THIS DECISION BROUGHT TO MIND THIS QUESTION, "SHOULD THE MAJOR AIM BE TO WRITE MEASURABLE BEHAVIORAL OBJECTIVES AND ASSESSMENTS FOR THESE OBJECTIVES, OR TO WRITE ACTIVITIES WITH GENERAL OBJECTIVES, OR TO LOCATE AND DOCUMENT RESOURCES?" THE INTENT WAS THAT EVENTUALLY ALL OF THESE WOULD BE DONE. IT WAS NECESSARY TO DETERMINE WHAT IT WAS THAT THE PARTICIPANTS COULD CONTRIBUTE THAT COULD BE GOTTEN NO OTHER WAY.

It appeared that the teachers' unique contribution could be a documentation of activities that they knew from experience worked with deaf students of a specific age. The feeling was that if this information could be gathered, then the operational staff or others experienced in writing measurable behavioral objectives could take these activities and write good objectives and ways to evaluate them, but that it would be impossible for the operational staff to write a variety of activities to meet the needs of students from 1-8. Teachers were asked to include general objectives and purposes for a set of activities.

Evaluation of Materials

In addition to receiving inservice training in Career Education and to designing the structure for implementation and writing the teacher guides, the teacher/participants examined and systematically recorded their evaluation of all commercial C.E. materials available at Regional Service Center XIII, of two Career Education movies, and two segments of the television series, "Bread and Butterflies,". This evaluation would serve to assist in future recommendations for materials to use in C.E. classes.

Services of an Evaluator/Program Developer

The director of the Austin office of Educational Testing Service was contracted for two months as an evaluator/program developer for this project. The overall objective of his services was to initiate a plan for accountability and recording systems for the Career Education curriculum to be implemented at TSD during the school year 1976-77. The following methods were used to accomplish this objective:

1. Observation and participation in the workshop.
2. Initiation of plans for accountability and recording systems.
3. Evaluation of workshop, coordinator and teacher/participants.
4. Instruction in writing behavioral objectives.
5. Orientation into use of accountability and recording systems.

Observation and Participation

It was felt that the observation and participation in significant sessions of the workshop would provide the evaluator/program developer with an important understanding of the goals and objectives of Career Education at TSD. By attending all of the sessions the first three days of the workshop, most of the large group sessions later in the project, and some of the small group meetings the evaluator observed the development of experiences and personal interaction of the participants and operational staff. Additional meetings with the project coordinator and her assistant were aimed at providing the evaluator with information about deafness, traditional education of deaf students and the previously developed Career Education program at TSD. Past experience had suggested that difficulty could arise when (if) evaluation was done without adequate knowledge of the handicaps of deafness and the goals of Career Education.

Evaluation of Workshop Sessions, Coordinator and Participants

On the last day of the three-week workshop project participants were asked to complete a workshop reactionaire. The evaluator/program developer constructed a 20 item reactionaire to be completed by each participant. Each individual was requested not to affix his/her name to the form. It was believed that more honest opinions could be obtained through anonymity. A five point scale was used from "strongly agree" to "strongly disagree" to obtain praticipants' reactions to twenty statements. The results will be shown in Table 2 in chapter IV of this report.

Initiation of Plans for Accountability and Recording

It was decided that a first step in this area was to locate existing instruments and/or materials of the kind needed to meet these criteria. As the evaluator/program developer served as a consultant for this project, he made concerted efforts to locate existing tests and/or evaluation instruments for use with Career Education materials and with deaf students. In addition to this search the consultant made extensive efforts to determine the availability of materials in Career Education for the deaf from other areas of the United States.

Contacts were made with the Berkeley School for the Deaf, Berkeley California; Model Secondary Schools for the Deaf, Washington D.C.;

Lexington School for the Deaf, New York, New York; New Mexico School for the Deaf, Albuquerque, New Mexico; Ohio State University, Columbus, Ohio; The Educational Resources Information Center (ERIC) in Career Education, Northern Illinois University, DeKalb, Illinois; the Educational Resources Information Center (ERIC) on the Disadvantaged, Columbia University , Teacher's College, New York, New York; Education Resources Information Center (ERIC) Clearinghouse on Tests, Measurements, and Evaluation, Educational Testing Service, Princeton, New Jersey; and the State of Illinois Governor's Committee on the Handicapped, Chicago, Illinois.

Because available materials in Career Education were found to be developed for the hearing population, it appeared feasible to seek information about the possibilities of modification of existing materials for use with the deaf. Miller Productions, a multi-media international award winning Austin based firm was contacted about the adaptation possibilities and the fiscal expenditures necessary for such modifications. In addition, the editor of the Washington D.C.-based Changing Times Educational Services was contacted and provided valuable information.

During conferences with the operational staff of the project and in feedback sessions with the participants, a variety of recording systems were presented and analyzed. In similar conferences with the operational staff, the pros and cons of possible evaluation systems presented were discussed, and other lengthy discussions sought to reevaluate the goals of Career Education, to determine the extent or limitations of evaluation in Career Education, and to suggest techniques to be employed in an evaluation of Career Education at TSD.

Instruction in Writing Behavioral Objectives

During the first week of the workshop the consultant, using his extensive knowledge in writing programs founded on behavioral objectives and assessment criteria, made two formal presentations to the entire workshop. The presentations provided fundamental instruction in writing behavioral objectives and in developing assessment criteria. In addition he worked with the writing groups giving the participants additional instruction in this area.

Orientation to Use of Possible Accountability/Recording Systems

During July the consultant worked with the coordinator and assistant coordinator to analyze the results of the materials and instrument search he was conducting. Using this information and their combined previous experience and training as a base, this group held several work sessions to document results of the search criteria for assessment and to make plans for future orientation of the TSD educational staff in the use of any instruments that should be developed.

Because one of this project's objectives concerned two elusive areas for evaluation, Career Education and a deaf population, it was not intended that instruments for accountability and/or recording be produced. The objectives of this area were that a solid, comprehensive foundation be laid for the future development of such instruments.

CHAPTER IV: DESCRIPTION OF SPECIFIC RESULTS ACHIEVED

BELIEVING THAT LITTLE, IF ANY, LEARNING TAKES PLACE UNLESS THERE IS A NEED TO KNOW OR A CURIOSITY TO KNOW, CAREER EDUCATION AT TEXAS SCHOOL FOR THE DEAF HAS BEEN SO STRUCTURED AS TO PROVIDE A CORE OF ACTIVITIES THAT MAY ESTABLISH A VITALIZING ATMOSPHERE FOR LEARNING. THE SUCCESSFUL REACHING OF THE GOALS IDENTIFIED FOR THIS PROJECT HAS MADE POSSIBLE THE EFFECTIVE IMPLEMENTATION OF SUCH A CAREER EDUCATION PROGRAM AT TSD.

PLAN OF IMPLEMENTATION

THE FIRST OBJECTIVE OF THE PROJECT WAS TO DEVELOP A PLAN OF IMPLEMENTATION. THE APEX OF THIS IMPLEMENTATION WAS A STRUCTURAL DESIGN AND A SCHEDULING PLAN FOR CAREER EDUCATION AT TSD. IN ADDITION, RECOMMENDATIONS FOR IMPLEMENTATION DURING THE SCHOOL YEARS 1976-77 WERE DOCUMENTED.

AS TEACHERS IN THE WORKSHOP FULFILLED THEIR GROUP ASSIGNMENTS THE FIRST WEEK OF THE WORKSHOP, THEY BEGAN TO DEVELOP A STRUCTURE ON WHICH TO BUILD UNITS THAT WOULD GUARANTEE A CONTINUITY TO THE CURRICULUM AND A PLAN FOR IMPLEMENTATION.

THE NEXT PAGE OF THIS REPORT IS A CHART THAT PLOTS THE STRUCTURE OF THE TSD CURRICULUM FOR CAREER EDUCATION AS DESIGNED BY THE WORKSHOP PARTICIPANTS IN JUNE OF 1976. THE ELEMENTARY AND MIDDLE SCHOOL STRUCTURES DIFFER IN THEIR APPROACH TO THE CAREER CLUSTERS. AT THE AWARENESS (ELEMENTARY) PHASE AT LEAST ONE UNIT IS TO BE DEVELOPED FOR EACH OF THE FIFTEEN CAREER CLUSTERS AT EACH GRADE LEVEL, GIVING THE STUDENTS A WIDE VARIETY OF EXPOSURE TO CAREER AREAS. AT THE MIDDLE SCHOOL LEVELS STUDENTS WILL HAVE AN IN-DEPTH STUDY OF EACH CLUSTER OVER A THREE YEAR PERIOD OF TIME, STUDYING EACH CLUSTER ONLY ONE TIME DURING THE MIDDLE SCHOOL YEARS.

JOB CLUSTERS	K	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT
Agri-Business and Natural Resources	THINGS ON THE FARM	ANIMALS AND THEIR PRODUCTS	FARMS (FARM TO MARKET)	FARM TO MARKET	HORTICULTURE -- GREENHOUSE	FARM TO MARKET--GARDENING -FALL AND SPRING			AGRI-BUSINESS
Business and Office	IDENTIFICATION OF MONEY (COIN NAMES)	COUNTING MONEY (MONEY VALUES)	HOW MONEY IS SPENT	BEGINNING BANKING PROCEDURES	BANKING PROCEDURES--BUDGETING	TSD BANK--BUDGETING			BUSINESS AND OFFICE
Communication and Media	COMMUNICATING FEELINGS	ROLE PLAYING	PLAY -- DRAMATICS	DIFFERENT WAYS TO COMMUNICATE	MAKE A MOVIE AND IDENTIFY WORKERS	MAKE A NEWSPAPER AND IDENTIFY THE WORKERS	COMMUNICATION AND MEDIA		
Construction	GROSS MOTOR DEVELOPMENT	FINE MOTOR SKILLS --ROOMS AND FURNITURE	FOLLOWING SIMPLE DIRECTIONS--MAKE A SIMPLE PROJECT	KINDS OF HOUSES	JOBS IN CONSTRUCTION	CONSTRUCTION--MAKE A PRODUCT FOLLOWING DIRECTION			CONSTRUCTION
Consumer and Homemaking Education	ROLE PLAYING IN A HOME-MAKING SITUATION - FOODS UNIT	KINDS OF CLOTHING	SIMPLE COOKING SKILLS MEASURING SKILLS	SIMPLE SEWING, CARE AND KINDS OF CLOTH, RELATED JOBS	CONTINUE SEWING, NUTRITION AND PREPARATION	COMPLEX SEWING-LABELS, COMPARISON, SALES			CONSUMER AND HOMEMAKING EDUCATION
Environment	THE WORLD AROUND US	"LITTERBUGS"	SANITATION DEPARTMENT GARBAGEMAN	POLLUTION-- PREVENTION AND CONTROL	RECYCLING	CAMPING		ENVIRONMENT	
Fine Arts and Humanities	DIFFERENT ART MEDIUMS	CONTINUATION: FINISH WITH CREATIVE PRODUCT	PAINTING AND RELATED JOBS	CERAMICS AND POTTERY	PHOTOGRAPHY-- INTRODUCE TAKING GOOD PICTURES	PHOTOGRAPHY--EXPANSION AND DEVELOPING		FINE ARTS AND HUMANITIES	
Marketing and Distribution	CLASSIFICATION OF GOODS IN STORES	TYPES OF STORES (SHOPPING CENTER)	DEVELOP AND OPERATE ONE TYPE OF STORE	SELLING--IDENTIFICATION OF WORKERS AND RESPONSIBILITIES	TSD STORE-- WORK AND MANAGEMENT	EXPANDS STORE AND USE		MARKETING AND DISTRIBUTION	
Manufacturing	BASIC CLASSROOM RESPONSIBILITY	COOPERATION --STICKING WITH A TASK	SIMPLE ASSEMBLY LINE--SEE WHAT HAPPENS IF ONE PERSON DOES NOT WORK	MANUFACTURED GOODS VS. HANDMADE--GLASTRON, BUTTERKRUST	ASSEMBLY LINE PROCESS--FURNITURE, BOAT SEAT FACTORY	TEXTILES AND FACTORY WORKERS		MANUFACTURING	
Marine Science	AQUARIUM -- GO FISHING	SET UP AND MAINTAIN AN AQUARIUM	LAKES AND RIVERS	OCEAN RELATED JOBS, OCEAN LIFE-- PLANT AND ANIMAL	FISH HATCHERY AND JOBS WORM FARM	CATFISH FARM			MARINE SCIENCE
Transportation	MODES OF TRANSPORTATION	WORKERS IN TRANSPORTATION	WATER TRANSPORTATION	LAND TRANSPORTATION	AIR TRANSPORTATION	HOW TO USE PUBLIC TRANSPORTATION	TRANSPORTATION		
Public Services	COMMUNITY HELPERS	COMMUNITY HELPERS	POLICEMAN, FIREMAN, RELATED JOBS	POST OFFICE	TEACHERS AND EDUCATION	LIBRARY	PUBLIC SERVICES		
Personal Services	ZOO ANIMALS AND PETS	ZOO ANIMALS AND DOMESTIC ANIMALS	BARBER, BEAUTY SHOP, DRUG STORE, LAUNDRYMAT, ETC.	DOMESTIC ANIMAL CARE VETERINARIAN	FOOD AND BEVERAGE PREPARATION-AND SERVICE--RESTAURANT	LODGING AND RELATED SERVICES, TRAVEL JOBS		PERSONAL SERVICES	
Hospitality and Recreation.	MANNERS	PLAYGROUND EQUIPMENT AND SAFETY	BICYCLE SAFETY AND SIGNS	HOSPITALITY	SPORTS	HOBBIES	HOSPITALITY AND RECREATION		
Health	PERSONAL HEALTH	BASIC BODY PARTS AND PREVENTATIVE MEDICINE	MEDICAL WORKERS	FIRST AID AND SAFETY		HOSPITALS AND CLINICS HOSPITAL WORKERS	HEALTH		

CONTINUING UNITS

THE GARDEN

TSD STORE

TSD BANK

"THE LITTLE WORKER"

CONSUMER EDUCATION

- APPLIANCES
- BUYING BY MAIL
- COMPARING PRICES
- FOOD
- YOUR MEDICINE CABINET
- CLOTHING
- FIGURING CREDIT CHARGES
- FURNITURE
- GUARANTEES
- AUTOMOBILE INSURANCE
- AUTOMOBILES
- PURCHASING TECHNIQUES
- SHELTER
- TAKING OUT A LOAN
- TYPES OF INSURANCE

STRUCTURE: ELEMENTARY

THE UNITS ASSIGNED EACH GRADE LEVEL WITHIN A CLUSTER ARE SOMEWHAT DEVELOPMENTAL IN NATURE. DURING THE FIELD TESTING OF THE GUIDES, DEVELOPMENTAL OBJECTIVES WILL BE SUGGESTED FOR EACH UNIT.

THE ELEMENTARY STRUCTURE UTILIZES TWO TYPES OF UNITS, SPECIFIC AND CONTINUING. EACH OF THE ELEMENTARY LEVELS, K-5, HAS AT LEAST ONE SPECIFIC UNIT FOR EACH OF THE 15 JOB CLUSTERS, MAKING FIFTEEN UNITS FOR EACH GRADE LEVEL. FOR EXAMPLE, UNDER THE JOB CLUSTER OF "TRANSPORTATION" THERE ARE THE FOLLOWING UNIT ASSIGNMENTS:

JOB CLUSTER	TRANSPORTATION		
GRADE LEVEL	K	1	2
UNIT	MODES OF TRANSPORTATION	WORKERS IN TRANSPORTATION	WATER TRANSPORTATION
GRADE LEVEL	3	4	5
UNIT	LAND TRANSPORTATION	AIR TRANSPORTATION	HOW TO USE PUBLIC TRANS-PORTATION

IN ADDITION TO THESE FIFTEEN UNITS THERE ARE CONTINUING UNITS WHICH ARE NOT RESTRICTED TO A SPECIFIC LEVEL OR TIME PERIOD.

FOR EXAMPLE:

A FALL GARDEN MAY BE PLANTED IN SEPTEMBER AND SOME ASPECT OF "AGRI-BUSINESS" STUDIED FOR TWO OR THREE WEEKS. AFTER THAT THE CLASS MAY MOVE ON TO STUDY ANOTHER UNIT WHILE CONTINUING TO TEND THEIR GARDEN WHEN IT IS NECESSARY TO WEED, WATER, AND HARVEST IT.

STRUCTURE: MIDDLE SCHOOL

THE MIDDLE SCHOOL STRUCTURE EMPHASIZES AN IN-DEPTH STUDY WITH AN EXPLORATION APPROACH AND HANDS-ON EXPERIENCE IN EACH CLUSTER. IN ADDITION, THERE ARE CONSUMER EDUCATION UNITS TO BE COVERED IN EACH OF THE THREE MIDDLE SCHOOL YEARS.

FIVE OF THE JOB CLUSTERS AND ONE SET OF CONSUMER EDUCATION UNITS ARE ASSIGNED TO EACH GRADE LEVEL. THE STUDY OF EACH CLUSTER WILL INCLUDE SEVERAL UNITS REFLECTING VARIOUS ASPECTS OF WORK IN THAT CLUSTER.

DURING THE THREE YEARS OF MIDDLE SCHOOL A STUDENT WILL HAVE EXPLORATION EXPERIENCES IN ALL FIFTEEN JOB CLUSTERS AND THREE SIX-WEEKS UNITS IN CONSUMER EDUCATION.

THE OPERATIONAL STAFF AND THE TEACHER/PARTICIPANTS STUDIED A VARIETY OF RESOURCE AREAS DEEMED PERTINENT TO OBJECTIVES OF THIS PROJECT.

THESE SOURCES INCLUDED THE FOLLOWING MATERIALS:

1. "BASIC LEARNER OUTCOMES FOR CAREER EDUCATION", TEXAS EDUCATION AGENCY.
2. "THE MATRIX OF BASIC LEARNER OUTCOMES", TEXAS EDUCATION AGENCY.
3. "SCOPE AND SEQUENCE- DEVELOPMENTAL LANGUAGE CENTERED CURRICULUM FOR HEARING IMPAIRED CHILDREN", STATEWIDE PROJECT FOR THE DEAF.
4. "DEVELOPMENT OF A CAREER EDUCATION CURRICULUM FOR DEAF STUDENTS", TEXAS SCHOOL FOR THE DEAF.
5. "AN ANALYSIS OF FIFTEEN OCCUPATIONAL CLUSTERS IDENTIFIED BY THE U.S. OFFICE OF EDUCATION", GRAYSON COUNTY COLLEGE, UNDER A GRANT FROM THE TEXAS EDUCATION AGENCY.
6. "THE DEAF POPULATION OF THE UNITED STATES," SCHEIN, JEROME D. AND MARCUS T. DELK.

THE STUDY OF THESE MATERIALS, THE IN-SERVICE TRAINING PROVIDED DURING THE WORKSHOP, AND COLLECTIVE EXPERIENCE OF THE TEACHER/PARTICIPANTS PROVIDED THE BACKGROUND NECESSARY TO DEVELOP A STRUCTURAL DESIGN AND AN IMPLEMENTATION PLAN.

1. ALL STUDENTS IN GRADES K-8 WOULD BE INVOLVED IN CAREER EDUCATION EXPERIENCE.

2. AWARENESS EXPERIENCES FOR GRADES K-5 WOULD BE INFUSED INTO THE REGULAR SELF-CONTAINED CLASSES AND THERE WOULD BE NO SPECIALLY DESIGNATED CLASS FOR CAREER EDUCATION AT THIS LEVEL.

3. THE LENGTH OF ELEMENTARY C.E. UNITS WOULD BE LEFT TO THE TEACHER'S DISCRETION. THE NUMBER OF UNITS USED DURING THE YEAR WOULD ALSO BE UP TO THE TEACHER.

4. EXPLORATION EXPERIENCES FOR MIDDLE SCHOOL GRADES 6-8 WOULD BE TAUGHT IN CAREER EDUCATION CLASSES WITH EACH STUDENT ATTENDING SUCH A CLASS FOR 2 HOURS DAILY.

5. THE MIDDLE SCHOOL UNITS WOULD ACTUALLY BE CLUSTER STUDIES TO INCLUDE A MULTIPLE OF UNITS REFLECTING A VARIETY OF CAREERS WITHIN THAT CLUSTER. THESE CLUSTER STUDIES ARE TO LAST FOR SIX WEEKS SO THAT FIVE CLUSTERS WOULD BE STUDIED EACH YEAR. THE MIDDLE SCHOOL PLAN, ALSO INCLUDED THREE CONSUMER EDUCATION UNITS OF SIX-WEEKS DURATION, ONE FOR EACH OF THE MIDDLE SCHOOL YEARS.

A REDISTRIBUTION OF THE STUDENT POPULATION AT TSD RESULTED IN AN UNUSUALLY LARGE HIGH SCHOOL. PRIMARILY FOR THIS REASON IT WAS DECIDED TO LIMIT CURRICULUM WRITING TO GRADE LEVELS K-8 AND TO CONTINUE THE SPECIAL CAREER EDUCATION EVENTS SUCH AS CAREER MONTH AND SPRING SPIRIT THAT HAD IN THE PAST PROVIDED CAREER INFORMATION AND EXPERIENCE TO HIGH SCHOOL STUDENTS AT TSD. IN ADDITION, MATERIALS DEVELOPED IN THE PAST ESPECIALLY FOR USE IN HIGH SCHOOL AND THE MATERIALS DEVELOPED DURING THIS PROJECT WOULD BE MADE AVAILABLE TO HIGH SCHOOL TEACHERS UPON REQUEST. THE INFORMATION, PICTURES, AND FIELD SITE CONTACTS, DOCUMENTED, WOULD BE AVAILABLE TO THE VOCATIONAL ADJUSTMENT COUNSELOR AND TEACHING STAFF IN THE HIGH SCHOOL.

FIELD TRIPS TO CAREER SITES AND DEMONSTRATIONS BY RESOURCE PEOPLE COMING TO THE TSD CAMPUS ARE A VITAL PART OF THE CAREER EDUCATION EXPERIENCE. THE APPENDIX TO THIS REPORT INCLUDES A DETAILED SET OF PROCEDURES FOR SUCCESSFUL FIELD TRIPS.

BECAUSE THE USE OF PICTURES ARE SO IMPORTANT IN TEACHING THE DEAF, THE FULL TIME OF ONE FACILITATOR, A VOLUNTEER FROM THE INSTRUCTIONAL MEDIA CENTER, AND ONE VOLUNTEER TEACHER WAS DEVOTED TO PHOTOGRAPHING FIELD SITES. A NUMBER OF PICTURES WERE SHOT, ADDRESSES AND CONTACT NAMES WERE RECORDED AND A CHECK-OUT/FILING SYSTEM OF TEACHING PHOTOGRAPHS WAS STARTED.

INSERVICE TRAINING OF TEACHERS

THE OPERATIONAL STAFF AND TEACHER/PARTICIPANTS RECEIVED TWO DAYS OF INTENSIVE TRAINING FROM DR. RITA BRYANT AND HER TEAM FROM THE STAFF OF PARTNERS IN CAREER EDUCATION AND THE OFFICE OF CAREER EDUCATION AT TEXAS EDUCATION AGENCY. THESE TWO DAYS SUCCESSFULLY SET THE TONE FOR THE REST OF THE WORKSHOP. THE TEACHER/PARTICIPANTS WORKED WITH CAREER EDUCATION TECHNIQUES AND CONCEPTS. AT THE END OF THE FIRST TWO DAYS EACH TEACHER WROTE ACTIVITY UNITS FOR THE AGE GROUP AND/OR SUBJECT AREA IN WHICH THE TEACHER HAD EXPERIENCE. THESE ACTIVITES WERE WRITTEN IN THE FORMAT USED IN DEVELOPING CAREER EDUCATION UNITS TO MEET SPECIFIC LEARNER OUTCOMES AND WILL BE DISSEMINATED ALONG WITH UNITS WRITTEN BY OTHER TEACHERS THROUGHOUT THE STATE OF TEXAS. THESE ACTIVITIES WILL APPEAR IN AGE-LEVEL GUIDE BOOKS TO BE DISTRIBUTED BY TEA TO PUBLIC SCHOOLS INFUSING CAREER EDUCATION INTO THEIR CURRICULUM.

AS THE OPERATIONAL STAFF BEGAN ON THE THURSDAY TO WORK WITH SPECIFIC PROBLEMS AND ADDITIONAL IN-SERVICE TRAINING, THE PARTICIPANTS TOOK THE INFORMATION AND EXPERIENCE FROM THE FIRST TWO DAYS AND BEGAN TO TRANSFER IT TO SPECIFIC NEEDS IN THE DEVELOPMENT OF A CAREER EDUCATION CURRICULUM FOR TSD.

FROM THE NOMINAL GROUP PROCESS AND FROM COMPLETING OTHER ASSIGNED TASKS THE FOLLOWING RESULTS WERE ACCOMPLISHED.

1. TEACHER/PARTICIPANTS BEGAN TO IDENTIFY AND LIST DESIRED OUTCOMES FOR STUDENTS EXITING FROM TSD.
2. TEACHER/PARTICIPANTS STUDIED ALL OF THE 177 LEARNER OUTCOMES IDENTIFIED BY TEA AND DOCUMENTED SUGGESTIONS FOR ADAPTATIONS FOR THEIR USE WITH DEAF STUDENTS.

3. TEACHER/PARTICIPANTS BEGAN TO IDENTIFY THEIR PLACE IN THE PROCESS OF EDUCATING A DEAF STUDENT.

4. TEACHER/PARTICIPANTS' ATTITUDE CHANGE WAS OBSERVABLE AND WAS MADE EVIDENT IN THEIR DEVELOPMENT OF THE STRUCTURE AND IN THE QUALITY OF THE UNITS THAT WERE WRITTEN.

WORKSHOP PARTICIPANTS RECEIVED FROM THE EVALUATOR/PROGRAM DEVELOPER BRIEF GROUP TRAINING IN WRITING OBJECTIVES AND ASSESSMENT CRITERIA. THE PARTICIPANTS ALSO RECEIVED INDIVIDUAL INSTRUCTION FROM THE EVALUATOR AS THEY WROTE THEIR UNITS.

IN THE LAST CHAPTER OF THE REPORT WILL APPEAR THE WORKSHOP RECOMMENDATIONS FOR IN-SERVICE TRAINING OF TEACHERS NOT ATTENDING THE WORKSHOP, FOR DEVELOPMENT OF EFFECTIVE LESSON PLANS, AND FOR DOCUMENTATION OF EXPERIENCES DURING THE SCHOOL YEAR. THE TRAINING OF TEACHERS CONTINUED SIMULTANEOUSLY WITH THEIR WRITING OF UNIT MATERIALS.

TEACHER'S GUIDES AND MATERIALS

THE THIRD OBJECTIVE OF THE PROJECT WAS TO DEVELOP AND DUPLICATE TEACHER GUIDES AND MATERIALS FOR GRADE LEVELS 1-8. THE ACCOMPLISHMENT OF THIS OBJECTIVE PRODUCED THE MOST DRAMATIC RESULTS OF THE PROJECT. THE SEVEN TEACHERS' GUIDES PRODUCED WERE COMPLETELY WRITTEN DURING THE THREE WEEK WORKSHOP. THE GUIDES ARE ENTITLED "CAREER EDUCATION- AN INNOVATIVE APPROACH TO RELEVANT EDUCATION". THE GUIDES, DESIGNED FOR ADAPTABILITY AND INDIVIDUALITY, ARE LOOSE-LEAF IN FORM AND ATTRACTIVE IN DESIGN. THE MATERIALS ARE CONTAINED IN LOOSE-LEAF BINDERS THAT ARE COLOR CODED TO DESIGNATE GRADE LEVELS. THERE IS A LOOSE-LEAF BINDER FOR EACH GRADE LEVEL K-5 AND A COMBINED BINDER FOR GRADE LEVELS 6-8. THE BINDER COLOR DESIGNATES GRADE LEVEL IN THE FOLLOWING WAY:

KINDERGARTEN- BONE
1ST GRADE- WHITE
2ND GRADE- RED
3RD GRADE- YELLOW
4TH GRADE- GREEN
5TH GRADE- BLUE
6-8TH GRADE- ORANGE

THE COVER OF THE BINDER, THE SAME AS THE COVER OF THIS REPORT, WAS DESIGNED BY A TEACHER/PARTICIPANT AND DRAWN BY AN ARTIST

FROM THE INSTRUCTIONAL MEDIA CENTER AT TSD. EACH GUIDEBOOK CONTAINS THE FOLLOWING SECTIONS:

1. GENERAL INFORMATION
2. AGRI-BUSINESS AND NATURAL RESOURCES
3. BUSINESS AND OFFICE
4. COMMUNICATIONS AND MEDIA
5. CONSTRUCTION
6. CONSUMER AND HOMEMAKING EDUCATION
7. ENVIRONMENT
8. FINE ARTS AND HUMANITIES
9. HEALTH
10. HOSPITALITY AND RECREATION
11. MANUFACTURING
12. MARINE SCIENCE
13. MARKETING AND DISTRIBUTION
14. PERSONAL SERVICES
15. PUBLIC SERVICES
16. TRANSPORTATION
17. "GEMS"

EACH SECTION IS INTRODUCED BY A DIVIDER PAGE. DRAWINGS ON THE DIVIDER PAGES FOR EACH OF THE CAREER CLUSTERS ARE AN ADAPTATION OF SYMBOLS USED IN THE GRAYSON COUNTY RESEARCH PROJECT, FUNDED BY THE OFFICE OF RESEARCH AND DISSEMINATION, ON AN ANALYSIS OF THE CAREER CLUSTERS AS IDENTIFIED BY USOE.

IN EACH GUIDEBOOK THE GENERAL INFORMATION SECTION CONTAINS AN INTRODUCTION TO THE TEACHERS' GUIDES, "RULE OF THUMB" FOR USE OF THE GUIDES, A CHART OF THE CURRICULUM AND AN EXPLANATION OF THE LEARNER OUTCOMES LISTED IN THE UNITS. THE SECTION IN THE GUIDEBOOKS FOR USE IN THE AWARENESS (ELEMENTARY) PHASE INCLUDES A LIST OF LEARNER OUTCOMES SUGGESTED AS APPROPRIATE FOR INTRODUCTION AND/OR REINFORCEMENT AT THE GRADE LEVEL CONTAINED IN THE GUIDE. IN THE GUIDEBOOK WITH MATERIALS FOR THE EXPLORATION (MIDDLE SCHOOL) PHASE THE GENERAL INFORMATION SECTION INCLUDES ALL OF THE CONSUMER EDUCATION MATERIALS DEVELOPED FOR GRADES 6,7,AND 8. LEARNER OUTCOMES IN THE MIDDLE SCHOOL GUIDE APPEAR WITHIN EACH UNIT.

IN THE NEXT FIFTEEN SECTIONS OF EACH GUIDE ARE ONE OR MORE UNITS RELATING TO A SPECIFIC CAREER AREA. THE FORMAT OF THESE SECTIONS WAS DESIGNED TO INCLUDE CLUSTER AND UNIT NAME, AN OVERVIEW, GENERAL ACTIVITIES AND RESOURCES. THE MIDDLE SCHOOL UNITS ALSO INCLUDE LEARNER OUTCOMES.

As was stated earlier in the report, a decision was made early in the project to establish for the teacher/participants their first priority to develop activities appropriate to a specified age group that would reflect a specific career cluster. In addition, the teachers were to include general objectives so that the intended purpose of a set of activities would be understood. It is intended that future refinement of the units will include behavioral objectives closely related to "Scope and Sequence" (2) and assessment criteria for the evaluation of activities.

If five to seven clusters had been developed for each grade level the expectations for the workshop would have been realized. However, these expectations were far exceeded as units were developed for all fifteen career clusters at all grade levels. In addition, a wealth of consumer education information was gathered and organized into activities covering the following areas:

1. Appliances
2. Buying by Mail
3. Comparing prices
4. Food
5. Your Medicine Cabinet
6. Clothing
7. Figuring Credit Charges
8. Furniture
9. Guarantees
10. Automobile Insurance
11. Automobiles
12. Purchasing Techniques
13. Shelter
14. Taking out a Loan
15. Types of Insurance

These units were to include activities to suggest three underlying goals of all Career Education at TSD.

1. To provide information about and experience related to each of the career clusters.

2. To develop life skills that will provide independent, productive living and make possible participation as a contributing citizen.

3. To appreciate the work of others as they produce the products, services, and atmospheres that are used and enjoyed by each individual.

ENRICHMENT ACTIVITIES APPEAR AT THE END OF THE UNIT AND ARE DESIGNATED BY A DRAWING OF A BUTTERFLY AND FLOWER. FOR EXAMPLE, IN THE PUBLIC SERVICE CLUSTER IN THE FIFTH GRADE GUIDE IN THE UNIT ON THE LIBRARY THE FOLLOWING ACTIVITY WILL BE FOUND:

ENRICHMENT ACTIVITIES

* LET THE STUDENTS SELECT BOOKS FROM THE LIBRARY THAT THEY THINK WOULD BE INTERESTING TO PRESCHOOL OR FIRST GRADE CHILDREN. USING PROJECTOR CARTS DEVELOP A MOBILE LIBRARY FOR PRESCHOOL OR FIRST GRADE STUDENTS. THE STUDENTS WILL ASSUME ALL RESPONSIBILITIES.

* VISIT LIBRARIES WITH SPECIAL EMPHASIS SUCH AS THE MEXICAN AMERICAN COLLECTION OR THE LUTCHER STARK LIBRARY (RARE BOOKS). HAVE THE STUDENTS LIST THE PURPOSE OF EACH LIBRARY, HOW IT IS FUNDED AND HOW MANY PEOPLE IT SERVES.

* LET EACH STUDENT SELECT A SUBJECT, GO TO THE LIBRARY AND MAKE A LIST OF ALL SOURCES AVAILABLE IN THE TSD LIBRARY ON THAT SUBJECT. THEN SELECT ONE OR TWO TO READ AND REPORT ON THE CHOSEN TOPIC.

IT WAS INTENDED THAT ENRICHMENT ACTIVITIES WOULD REQUIRE AN ASSIMILATION AND TRANSFERENCE SKILLS AND/OR INFORMATION GLEANED FROM THE UNIT STUDY.

THE TEACHER/PARTICIPANTS WERE ASKED TO DEVELOP ACTIVITIES AROUND A CORE ACTIVITY WHICH COULD SERVE AS AN ENERGIZER OR EXCITER FOR THAT UNIT. THE ENERGIZER/EXCITER COULD BE A FIELD TRIP OR A RESOURCE PERSON OR A PROJECT OR A COMBINATION OF THESE. PAST EXPERIENCE IN CAREER EDUCATION HAD PROVED THAT THE STUDENTS BEST RESPONSE CAME WITH SUCH AN ORGANIZATION OF A UNIT. THE TEACHER/PARTICIPANTS WERE ALSO ASKED TO ADD ACTIVITIES IN MATH, SCIENCE, SOCIAL STUDIES AND LANGUAGE WHEN POSSIBLE THAT COULD DEVELOP FROM THE UNIT STUDY. THE FACILITATORS TOOK THE WORK OF THE PARTICIPANTS, ORGANIZED THE MATERIAL INTO THE FORMAT DESIGN AND ADDED OBJECTIVES WHERE NEEDED. IN THE APPENDIX IS A SAMPLE UNIT FROM ONE OF THE ELEMENTARY GUIDES.

DURING JULY THE LISTS OF RESOURCES AS THEY APPEAR IN EACH UNIT WERE COMPLETED. THE LISTS OF RESOURCES INCLUDE APPROPRIATE PRINTED MATERIAL, MEDIA AND RESOURCE PEOPLE. RESOURCES, AS THEY APPEAR NOW, ARE APPROPRIATE FOR USE AT TSD. IN THE FUTURE REFINEMENT OF THE GUIDES, IT IS HOPED THAT RESOURCES WILL ALSO BE DOCUMENTED FOR THE BENEFIT OF USERS OF THE GUIDES OUTSIDE THE AUSTIN AREA.

THE LAST SECTION OF THE GUIDE IS CALLED, "GEMS". ALTHOUGH THIS SECTION WAS NOT DEVELOPED THIS SUMMER, IT WAS INCLUDED SO THAT THE FORMAT WOULD BE COMPLETE AND WITH EXPECTATION THAT THE MATERIAL FOR THIS SECTION WOULD BEGIN TO BE DEVELOPED DURING THE SCHOOL YEAR. "GEMS" IS TO BE A COLLECTION OF GAMES, IDEAS, EXERCISES, "GIMMICKS", OR TECHNIQUES THAT HAVE BEEN CHILD TESTED AND FOUND TO BE USEFUL BY TEACHERS IN ANY AREA.

THE DESIGN OF THESE TEACHERS' GUIDES IS OF PRIME IMPORTANCE AND IS THE RESULT OF THE PREVIOUS YEARS OF EXPERIENCE IN WORKING WITH CAREER EDUCATION AND WITH TEACHERS WHO ARE COMFORTABLE IN TRADITIONAL CLASSROOM SETTINGS. THE IMPLEMENTATION OF CAREER EDUCATION IS A MATTER OF SELLING A CONCEPT AND A TECHNIQUE OF TEACHING. BOTH OF THESE ARE DIFFICULT TO DESCRIBE AND SHOULD BE IN THE NEAR FUTURE A CONCERN FOR RESEARCH AND DOCUMENTATION. THE ATTRACTIVENESS OF THE LAYOUT, THE EASE OF ADAPTATION AND THE LOOSE-LEAF FORMAT WERE CAREFULLY CALCULATED TO INVITE THE TEACHER TO USE HIS/HER GUIDE, TO WRITE NOTES IN IT, TO ADD ACTIVITIES, IDEAS AND RESOURCES AND TO INTERCHANGE ACTIVITIES FROM DIFFERENT LEVELS.

THE MAJOR RULE FOR USE OF THE CURRICULUM STRUCTURE THAT HAS PREVAILED THROUGHOUT THE CAREER EDUCATION EXPERIENCE AT TSD HAS BEEN:

> A TEACHER MAY GO BACK AND PICK UP UNITS AND/OR ACTIVITIES, BUT MAY NOT GO UP TO A HIGHER LEVEL.

TEACHERS ARE TO BE ENCOURAGED TO USE THE CORRECT COLOR BINDER FOR HIS/HER GRADE LEVEL. HOWEVER, THE TEACHER IS ENCOURAGED TO PLACE IN THE BINDER THE GRADE LEVEL (LEVELS) APPROPRIATE TO THE NEEDS OF THE CLASS. FOR EXAMPLE THE TEACHER MAY TEACH A FOURTH GRADE, BUT MAY HAVE STUDENTS THAT FUNCTION BELOW THAT LEVEL. THE TEACHER WOULD USE A GREEN BINDER AND COULD CHOOSE TO USE ACTIVITY UNITS FROM SECOND AND THIRD LEVELS.

To make this possible fifty copies of the material for each grade were duplicated while only 100 binders were purchased. It was expected that elementary teachers would use more than one level and for at least two years the needs of most middle school students would best be met if teachers were encouraged to use units from the awareness phase of the curriculum.

The extra copies were stored in the Career Education office and made available to teachers on request. Master copies were filed so that more duplicates could be made as needed. It was intended that these guides be field tested on the campuses of TSD for one year and that adaptations and refinements be made so that the guides can be made available for national distribution as funding is available. No guides are to be distributed other than to the educational staff at TSD this year. The ONLY exception to this is the one set of guides in the library of the Office of Research and Dissemination, Texas Education Agency.

These guides are intended ONLY to provide a base of needed goals and useful activities. It is the teacher's responsibility:

1. To know the students in his/her classes.
2. To develop the units to meet individual needs.
3. To add useful information and new units.

It is hoped that it will be possible to continue to devise, gather, and share the motivational experiences of teachers and students so that these guides, as they change and improve, will stimulate a "learning together" situation which creates a need or a curiousity to know.

The fourth objective of the project was to initiate a plan for accountability and recording systems through the services of an outside evaluator/program developer.

Services of an Evaluator/Program Developer

The primary objective established for an evaluator/program developer was reached by the consultant services of the director of the Austin office of the Educational Testing Service.

THE FOLLOWING STATEMENTS REGARDING THE FIVE COMPONENTS OF THIS OBJECTIVE ARE QUOTED FROM THE CONSULTANT'S FINAL REPORT, "AN EVALUATION OF THE TEXAS SCHOOL FOR THE DEAF CAREER EDUCATION CURRICULUM WRITING WORKSHOP."

OBSERVATION AND PARTICIPATION IN WORKSHOP

THE FOLLOWING IS AN OVERVIEW OF THE CONSULTANT'S OBSERVATIONS DURING HIS PARTICIPATION IN THE WORKSHOP.

"EDUCATORS OF HEARING IMPAIRED STUDENTS HAVE BEEN USING MATERIALS DEVELOPED FOR HEARING POPULATIONS FOR MANY YEARS. MANY SUCH MATERIALS ARE EITHER INAPPROPRIATE OR NEED TO BE MODIFIED BEFORE THEY CAN BE USED WITH THE DEAF STUDENT. EFFORTS ARE BEING MADE TO BROADEN THE NUMBER OF CAREERS AVAILABLE TO THE NON-HEARING SEGMENT OF THE POPULATION. CURRENT DATA REVEAL THAT APPROXIMATELY TWO CHILDREN OUT OF EVERY 1,000 BIRTHS ARE DEAF.

THERE IS A DIRE NEED TO DEVELOP MATERIALS IN CAREER EDUCATION FOR THE HEARING IMPAIRED WHICH WILL INCREASE THEIR KNOWLEDGE OF CAREERS AVAILABLE AND TO ASSIST THEM IN OBTAINING THE TRAINING NECESSARY TO ENTER SUCH CAREERS.

THE TEXAS SCHOOL FOR THE DEAF RECEIVED A GRANT THROUGH THE VOCATIONAL TECHNICAL RESEARCH DIVISION OF THE TEXAS EDUCATION AGENCY TO DEVELOP CAREER EDUCATION CURRICULUM MATERIALS FOR THE DEAF IN GRADES K THROUGH 8. THE CURRICULUM MATERIALS WERE DEVELOPED DURING THE SUMMER OF 1976 BY 31 ELEMENTARY AND SECONDARY STAFF MEMBERS AT THE TEXAS SCHOOL FOR THE DEAF. MATERIALS WERE DEVELOPED IN 15 GENERAL JOB CLUSTER AREAS IDENTIFIED BY THE U.S.O.E. ALL CURRICULA AREAS WERE PREPARED IN A CONTINUOUS SCOPE AND SEQUENCE IN GRADES K THROUGH 8 WITH PLANS FOR LATER DEVELOPMENT IN GRADES 9 THROUGH 12 FOLLOWING THE SAME DEVELOPMENTAL FORMAT.

THE MATERIALS IN GRADES K THROUGH 5 EMPHASIZED CAREER AWARENESS, AND THE FOCUS WAS ON LEARNER OUTCOMES IN GRADES 6, 7, AND 8. EXTERNAL CONSULTANTS FROM PARTNERS IN CAREER EDUCATION CONDUCTED ORIENTATION SESSIONS ON CAREER EDUCATION CURRICULUM DEVELOPMENT.

THE 31 CURRICULUM WRITERS WORKED IN SMALL GROUPS DURING THE MONTH OF JUNE IN PREPARING THE CAREER EDUCATION (CE) MATERIALS. A GROUP OF EDITORS REFINED THE CE MATERIALS DURING THE MONTH OF JULY, AND ALL MATERIALS WERE PRINTED AND READY FOR PRESCHOOL INSERVICE PROGRAMS BY THE FIRST WEEK OF AUGUST.

A PARTICIPANT REACTIONNAIRE (APPENDIX C) WAS COMPLETED BY EACH PARTICIPANT AT THE END OF THE WRITING SESSION. THE REACTIONNAIRE CONTAINED 20 STATEMENTS CONCERNING CAREER EDUCATION FOR THE DEAF, AND PARTICIPANTS WERE ASKED TO RESPOND TO EACH STATEMENT ON A FIVE POINT SCALE. THE WRITERS WERE UNANIMOUS IN AGREEMENT THAT CAREER EDUCATION MATERIALS FOR THE DEAF SHOULD BE DEVELOPED BY PEOPLE WHO UNDERSTAND THE PROBLEMS INHERENT TO THAT PARTICULAR POPULATION. IN ADDITION THE PARTICIPANTS CONCURRED THAT EXISTING MATERIALS IN CAREER EDUCATION DEVELOPED FOR THE HEARING STUDENT WOULD REQUIRE EXTENSIVE MODIFICATION IN ORDER TO BE USED WITH THE DEAF. ALSO, THE RESPONDENTS REFLECTED A BELIEF THAT MATERIALS DEVELOPED BY CURRICULUM WRITERS AT THE TEXAS SCHOOL FOR THE DEAF COULD BE EXPORTED AND USED AT OTHER SCHOOLS FOR THE HEARING IMPAIRED AS WELL AS OTHER POPULATIONS THAT MIGHT HAVE SPECIAL LEARNING PROBLEMS.

THE CAREER EDUCATION CURRICULUM MATERIALS DEVELOPED DURING THE SUMMER OF 1976 WILL BE IMPLEMENTED IN GRADES K THROUGH 8 DURING THE 1976-77 ACADEMIC SCHOOL YEAR AT THE TEXAS SCHOOL FOR THE DEAF. EACH TEACHER WILL EXERCISE THE DISCRETION OF IMPLEMENTING THE CAREER EDUCATION CURRICULUM IN A MANNER MOST SUITED TO THE NEEDS OF THE STUDENTS IN HIS/HER CLASS. IT IS ANTICIPATED THAT TEACHERS WILL MAINTAIN RECORDS ON PROGRAM IMPLEMENTATION AND WILL REFINE THE CURRICULUM AS NEEDED DURING 1976-77. THE CAREER EDUCATION COORDINATOR WILL NEED TO MAINTAIN CLOSE CONTACT WITH THE TEACHERS DURING THE YEAR TO AID IN CURRICULUM REFINEMENT AND GATHER PERTINENT DATA TO INCLUDE IN A SUBSEQUENT EVALUATION DESIGN.

THE CONSULTANT SERVING DURING THE SUMMER WORKSHOP AT TEXAS SCHOOL FOR THE DEAF MADE EFFORTS TO DETERMINE THE AVAILABILITY OF MATERIALS IN CAREER EDUCATION FOR THE DEAF IN OTHER SECTIONS OF THE COUNTRY.

MANY HEARING IMPAIRED STUDENTS SCORE WELL BELOW THEIR HEARING PEERS ON STANDARDIZED ACHIEVEMENT TESTS. THEREFORE, MATERIALS DEVELOPED FOR A PARTICULAR GRADE LEVEL OR AGE GROUP ORDINARILY HAVE A READING LEVEL TOO DIFFICULT FOR THE NON-HEARING STUDENT. THUS, IT OFTEN BECOMES NECESSARY TO DEVELOP CURRICULUM MATERIALS SPECIFICALLY FOR THE DEAF POPULATION. IT SHOULD BE NOTED, HOWEVER, THAT MATERIALS DEVELOPED FOR THE DEAF CAN OFTEN BE UTILIZED WITH OTHER GROUPS WITH LEARNING PROBLEMS.

AS THE FORMAT OF THE CURRICULUM MATERIALS WAS BEING DISCUSSED, ATTENTION WAS FOCUSED ON AIMS, GOALS, OBJECTIVES, BEHAVIOR, JOB CLUSTER LEARNER OUTCOMES, UNITS, SCOPE AND SEQUENCE, ACTIVITIES

AND RESOURCES, CONDITIONS AND LIMITATIONS, EVALUATION, CRITERIA OF ACCEPTANCE, AND ACCOUNTABILITY.

THE MATERIALS FROM PARTNERS IN CAREER EDUCATION PROVIDED SOME FORMAT FOR A GUIDE. OTHER MATERIALS WERE ALSO AVAILABLE IN DIFFERING FORMATS, AND THE PARTICIPANTS WERE INVITED TO ATTEMPT TO DEVELOP CURRICULUM USING ANY FORMAT (S) DESIRED BEFORE DECIDING ON A COMMON APPROACH. MUCH INTERACTION BETWEEN AND AMONG GROUPS RESULTED IN EFFORTS TO ADOPT ONE FORMAT ACCEPTABLE TO EACH GROUP AND WHICH WOULD YIELD A SCOPE AND SEQUENCE AND PROVIDE CONSISTENCY IN EACH JOB CLUSTER IN GRADES K-12."

EVALUATION OF WORKSHOP, COORDINATOR AND PARTICIPANTS

THE FOLLOWING STATEMENTS ARE THE CONSULTANT'S DESCRIPTION AND RESULTS OF HIS EVALUATION OF THE WORKSHOP, COORDINATOR, AND PARTICIPANTS.

"DURING THE MONTH OF JUNE, 31 STAFF MEMBERS FROM BOTH CAMPUSES WERE ASSEMBLED IN THE LIBRARY BUILDING ON SOUTH CAMPUS FOR THE PURPOSE OF WRITING CURRICULUM FOR CAREER EDUCATION FOR THE DEAF. EMPHASIS WAS PLACED ON CAREER AWARENESS IN K THROUGH 5 AND ON LEARNER OUTCOMES IN GRADES 6,7,AND 8.

CURRICULUM WRITERS WERE ASSIGNED TO GROUPS, AND EACH GROUP WAS GIVEN THE TASK OF PREPARING CURRICULUM FOR SPECIFIC AGE GROUPS OF CHILDREN.

THE FIRST FEW DAYS OF THE THREE WEEK WORKSHOP WERE DEVOTED TO ORIENTATION, DEFINING THE NEED FOR AN EXPANDED CURRICULUM FOR THE DEAF IN CAREER EDUCATION, AND ALERTING THE CURRICULUM WRITERS TO THE RESOURCE AND REFERENCE MATERIALS AVAILABLE. THREE CONSULTANTS FROM PARTNERS IN CAREER EDUCATION CONDUCTED A TWO DAY WORKSHOP IN CURRICULUM WRITING UTILIZING THE MATERIALS DEVELOPED BY THAT ORGANIZATION.

PARTNERS IN CAREER EDUCATION IS AN ORGANIZATION COMPOSED OF THE DALLAS INDEPENDENT SCHOOL DISTRICT, FORT WORTH INDEPENDENT SCHOOL DISTRICT, EDUCATION SERVICE CENTER REGION X, AND EDUCATION SERVICE CENTER REGION XI. THE CONSORTIUM IS A DIRECT OUTGROWTH OF THE RESULTS OF A PRIORITY AREA OF CONCERN FOR CAREER EDUCATION IDENTIFIED IN 1972 BY THE TEXAS EDUCATION AGENCY (TEA--STATE DEPARTMENT OF EDUCATION). THE RESULTS OF A STATEWIDE ASSESSMENT OF CAREER

EDUCATION REVEALED 177 LEARNER OUTCOMES DEEMED TO BE BASIC. THE LEARNER OUTCOMES ARE DISTRIBUTED OVER 9 SUBJECT AREAS (SOCIAL STUDIES, LANGUAGE ARTS/ENGLISH, MATHEMATICS, HEALTH, SCIENCE, PHYSICAL EDUCATION, ART, MUSIC, AND VOCATIONAL EDUCATION) IN GRADES K-12. THE MATRIX OF BASIC LEARNER OUTCOMES FOR CAREER EDUCATION WAS THE PRIMARY REFERENCE SOURCE FOR THE THREE CONSULTANTS FROM PARTNERS IN CAREER EDUCATION. THE SCOPE AND SEQUENCE OF THE LEARNER OUTCOMES ARE INCLUDED IN THE NINE SUBJECT AREAS BY GRADE LEVEL. THE THREE CONSULTANTS FROM THE PARTNERS STAFF FOCUSED ON THE USE OF THE MATRIX.

THE CURRICULUM DEVELOPMENT GROUP WAS CRITIQUED ON THE FIFTEEN GENERAL JOB CLUSTER AREAS AS DESCRIBED IN AN ANALYSIS OF FIFTEEN OCCUPATIONAL CLUSTERS IDENTIFIED BY THE U.S.O.E.. ADDITIONAL INFORMATION WAS PROVIDED BY THE CONSULTANT ON HOW TO WRITE LEARNER OUTCOMES WITH MEASURABLE CRITERIA OF ACCEPTANCE.

EACH PARTICIPANT WAS ASSIGNED TO A SMALL GROUP, AND EACH GROUP WAS GIVEN A SPECIFIC TASK OF CONCENTRATION FOR DESIGNATED JOB CLUSTERS FOR EACH AGE LEVEL. THE CURRICULUM WRITERS WERE INSTRUCTED TO DEVELOP MATERIALS FOR AWARENESS IN GRADES K THROUGH 5 AND AT THE EXPLORATORY LEVEL IN GRADES 6,7, AND 8. THE WRITERS WERE INSTRUCTED TO DEVELOP MATERIALS IN EACH JOB CLUSTER IN A SCOPE AND SEQUENCE THAT WOULD BE CONTINUOUS AND PROGRESSIVE IN K-12.

PARTICIPANTS DEVOTED APPROXIMATELY TEN DAYS TO ACTUAL WRITING. THE MATERIALS WERE THEN GIVEN TO THE CAREER EDUCATION STAFF FOR FURTHER REFINEMENT AND EDITING DURING THE MONTH OF JULY. A GENERAL SESSION OF ALL PARTICIPANTS WAS HELD ON THE DAY BEFORE THE END OF THE WORKSHOP TO PROVIDE FEEDBACK TO THE SCHOOL ADMINISTRATION.

ON THE LAST DAY OF THE THREE WEEK CAREER EDUCATION WORKSHOP PROJECT PARTICIPANTS WERE ASKED TO COMPLETE A WORKSHOP REACTIONNAIRE. THE RESULTS ARE SHOWN IN TABLE I.

TABLE I

Results of Participant Reactionnaire
TSD Career Education
Curriculum Writing Workshop
June 1976

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
1. The concept of providing Career Education at TSD is good	26	90	3	10	-	-	-	-	-	-
2. Career Education should be a continuous process from K through 12 and beyond	22	76	7	24	-	-	-	-	-	-
3. The format for the Career Education workshop was appropriate	3	10	19	66	2	7	3	10	2	7
4.* The Career Education workshop was well planned	3	11	14	50	5	18	5	18	1	3
5. The Career Education workshop was well staffed	13	45	15	52	-	-	1	3	-	-
6. The Career Education workshop staff provided the kind of leadership needed in this type of workshop	12	41	12	41	3	10	1	4	1	4
7. Writing curriculum materials in terms of learner outcomes, activities and resources, and evaluation made the task easier and more meaningful	10	34	14	48	3	10	1	4	1	4
8. The available reference and resource materials were adequate for providing information for the development of curriculum materials	1	3	15	52	6	21	7	24	-	-
9. The external consultants provided the kinds of information that made curriculum development easier	4	14	13	45	5	17	3	10	4	14
10. Much more could have been accomplished if the workshop had continued for a longer period of time	9	31	4	14	6	21	8	28	2	7
11. I am satisfied with the materials that have been developed during the workshop considering the time limitations	12	42	14	50	1	4	1	4	-	-
12. I would like to participate in another Career Education workshop	18	61	11	38	-	-	-	-	-	-

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	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
13. I feel I can be a better teacher of Career Education at TSD because of participation in the workshop	21	72	7	24	-	-	1	4	-	-
14. The best way to provide appropriate materials for Career Education is through workshops like this	22	76	6	20	1	4	-	-	-	-
15. Most existing commercially produced materials in Career Education would need to be modified to be used in working with the deaf	21	72	7	24	1	4	-	-	-	-
16. Materials in Career Education to be used for the deaf need to be developed by people who understand the problems inherent in teaching deaf students	24	83	5	17	-	-	-	-	-	-
17. It is important that staff development (inservice training) be provided to all teachers at TSD before they attempt to implement the Career Education curriculum	19	66	6	20	2	7	2	7	-	-
18. The materials developed in Career Education at TSD could be easily exported for use in other institutions for the deaf	15	51	11	38	2	7	-	-	1	4
19. It will be necessary to expend much more staff time over a much longer period of time to really develop an adequate Career Education curriculum for the deaf student	12	42	11	38	3	10	3	10	-	-
20. I feel that the TSD administration has provided the kind of support necessary for assuring that Career Education can be successfully implemented	1	4	6	21	15	51	3	10	4	14

N = 29

*Only 28 participants responded to Item 4.

REACTIONNAIRES WERE COMPLETED BY 29 WORKSHOP PARTICIPANTS. ONE INDIVIDUAL DID NOT COMPLETE THE SECTION ON YEARS OF TEACHING EXPERIENCE NOR THE QUESTION ABOUT PREVIOUS CURRICULUM DEVELOPMENT EXPERIENCE. THE TWENTY-EIGHT PARTICIPANTS WHO RESPONDED HAD AN AVERAGE OF 7.6 YEARS OF EXPERIENCE IN TEACHING THE DEAF. HALF OF THOSE WHO RESPONDED INDICATED PREVIOUS CURRICULUM DEVELOPMENT EXPERIENCE, AND THE OTHER WERE DEVELOPING CURRICULUM FOR THE FIRST TIME.

ON ITEM ONE OF THE REACTIONNAIRE, NINETY PERCENT OF THE PARTICIPANTS STRONGLY AGREED THAT THE CONCEPT OF PROVIDING CAREER EDUCATION FOR THE DEAF IS A GOOD IDEA, WHILE 10 PERCENT AGREED SOMEWHAT LESS EMPHATICALLY IN THEIR RESPONSE. STATEMENT TWO REQUIRED A RESPONSE AS TO WHEN CAREER EDUCATION SHOULD BE INCLUDED IN THE CURRICULUM AT TSD. SEVENTY-SIX PERCENT STRONGLY AGREED THAT CAREER EDUCATION SHOULD BE A CONTINUOUS PROCESS BEGINNING IN K AND CONTINUING BEYOND GRADE 12. ANOTHER TWENTY-FOUR PERCENT WERE SOMEWHAT LESS POSITIVE BUT STILL AGREED. STATEMENT THREE REQUESTED THE PARTICIPANTS TO RESPOND TO THE FORMAT OF THE WORKSHOP. TEN PERCENT STRONGLY AGREED THAT THE FORMAT WAS APPROPRIATE WHILE SIXTY-SIX PERCENT AGREED, SEVEN PERCENT WERE UNDECIDED, TEN PERCENT DISAGREED, AND SEVEN PERCENT STRONGLY DISAGREED. ELEVEN PERCENT STRONGLY AGREED THAT THE WORKSHOP WAS WELL PLANNED, FIFTY PERCENT AGREED, EIGHTEEN PERCENT WERE UNDECIDED, EIGHTEEN PERCENT DISAGREED AND THREE PERCENT STRONGLY DISAGREED. STATEMENT FIVE REFERRED TO THE ADEQUACY OF THE WORKSHOP STAFF. FORTY-FIVE PERCENT STRONGLY AGREED, FIFTY-TWO PERCENT AGREED, AND ONE PARTICIPANT DISAGREED.

THE ADEQUACY OF THE LEADERSHIP OF THE WORKSHOP STAFF WAS SOUGHT IN STATEMENT SIX. FORTY-ONE PERCENT STRONGLY AGREED, ANOTHER FORTY-ONE PERCENT AGREED, TEN PERCENT WERE UNDECIDED, FOUR PERCENT DISAGREED, AND FOUR PERCENT STRONGLY DISAGREED. THE THREE CONSULTANTS FROM PARTNERS IN CAREER EDUCATION EMPHASIZED LEARNER OUTCOMES, ACTIVITIES, RESOURCES, AND EVALUATION. STATEMENT SEVEN WAS AN EFFORT TO OBTAIN FEEDBACK ON THE FORMAT FOR WRITING CURRICULUM. THIRTY-FOUR PERCENT STRONGLY AGREED ON THE FORMAT, FORTY-EIGHT PERCENT AGREED, TEN PERCENT WERE UNCERTAIN, WHILE FOUR PERCENT DISAGREED AND FOUR PERCENT STRONGLY DISAGREED. THE AVAILABILITY AND ADEQUACY OF THE RESOURCE MATERIALS WERE THE AREAS OF CONCERN IN STATEMENT EIGHT. THREE PERCENT STRONGLY AGREED THAT SUCH MATERIALS WERE ADEQUATE, FIFTY-TWO PERCENT AGREED, TWENTY-ONE PERCENT WERE UNDECIDED AND ANOTHER TWENTY-FOUR PERCENT DISAGREED.

THE PARTICIPANTS WERE REQUESTED TO REACT TO THE ADEQUACY OF THE

EXTERNAL CONSULTANTS IN STATEMENT NINE. FOURTEEN PERCENT OF THE INDIVIDUALS FELT THEY WERE VERY GOOD, WHILE FIFTY-TWO PERCENT OF THOSE RESPONDING AGREED THAT THE CONTRIBUTION OF THE CONSULTANTS MADE CURRICULUM DEVELOPMENT EASIER, SEVENTEEN PERCENT WERE UNDECIDED, TEN PERCENT DID NOT FEEL THE CONSULTANTS HELPED IN PROVIDING USEFUL INFORMATION, AND FOURTEEN PERCENT STRONGLY DISAGREED WITH THE STATEMENT.

STATEMENT 10 WAS INCLUDED TO DETERMINE HOW PARTICIPANTS FELT ABOUT THE LENGTH OF THE WORKSHOP. THIRTY-ONE PERCENT STRONGLY AGREED THAT MORE COULD HAVE BEEN ACCOMPLISHED HAD THE WORKSHOP BEEN LONGER; FOURTEEN PERCENT AGREED THAT A LONGER WORKSHOP WOULD HAVE BEEN DESIRABLE; TWENTY-ONE PERCENT WERE UNDECIDED, TWENTY-EIGHT PERCENT DISAGREED THAT MORE COULD HAVE BEEN ACCOMPLISHED BY A LONGER WORKSHOP; AND SEVEN PERCENT STRONGLY DISAGREED.

ITEM 11 RELATED TO THE SATISFACTION OF THE PARTICIPANTS WITH THE MATERIALS DEVELOPED DURING THE THREE WEEK WORKSHOP. ONE WRITER DID NOT RESPOND TO THE ITEM. THUS, OF THE TWENTY-EIGHT INDIVIDUALS WHO DID RESPOND, FORTY-TWO PERCENT REPORTED STRONG SATISFACTION WITH MATERIALS; FIFTY PERCENT AGREED; FOUR PERCENT WERE UNCERTAIN; AND FOUR PERCENT DISAGREED.

WORKSHOP PARTICIPANTS WERE ASKED IN ITEM 12 TO RESPOND TO A DESIRE FOR FURTHER PARTICIPATION IN CAREER EDUCATION CURRICULUM DEVELOPMENT. SIXTY-TWO PERCENT STRONGLY AGREED AND THIRTY-EIGHT PERCENT AGREED THEY WOULD LIKE TO BE A PART OF ANOTHER CURRICULUM DEVELOPMENT TEAM. WHEN ASKED TO RESPOND TO ITEM 13 CONCERNING THEIR SKILLS IN TEACHING CAREER EDUCATION, SEVENTY-TWO PERCENT STRONGLY AGREED THEY FELT THEY COULD BE A BETTER TEACHER OF CE BECAUSE OF INVOLVEMENT IN THE WORKSHOP; TWENTY-FOUR PERCENT AGREED; AND FOUR PERCENT DISAGREED. STATEMENT 14 FOCUSED ATTENTION ON THE BEST WAY TO PROVIDE APPROPRIATE MATERIALS IN CAREER EDUCATION. SEVENTY-SIX PERCENT STRONGLY AGREED WITH THE WORKSHOP METHOD, TWENTY PERCENT AGREED, AND FOUR PERCENT WERE UNDECIDED.

ITEM 15 WAS DIRECTED TOWARD THE ADEQUACY OF COMMERCIALLY PRODUCED CAREER EDUCATION MATERIALS. SEVENTY-TWO PERCENT STRONGLY AGREED THAT COMMERCIALLY PRODUCED MATERIALS WOULD NEED MODIFICATION IN ORDER TO BE USED WITH THE DEAF; TWENTY-FOUR PERCENT AGREED, AND FOUR PERCENT WERE UNDECIDED. RESPONDENTS WERE REQUESTED IN ITEM 16 TO REPLY TO THE QUALIFICATION OF CURRICULUM DEVELOPERS. EIGHTY-THREE PERCENT STRONGLY AGREED THAT PEOPLE WHO DEVELOP CURRICULUM FOR THE DEAF MUST UNDERSTAND THE PROBLEMS INHERENT IN WORKING WITH DEAF STUDENTS; SEVENTEEN PERCENT AGREED. ON STATEMENT 17 SIXTY-SIX PERCENT STRONGLY AGREED THAT ALL TSD TEACHERS NEED INSERVICE

TRAINING BEFORE IMPLEMENTING THE CAREER EDUCATION CURRICULUM, TWENTY PERCENT AGREED; SEVEN PERCENT WERE UNDECIDED; AND SEVEN PERCENT DISAGREED. PARTICIPANTS WERE REQUESTED ON ITEM 18 TO REACT TO THE EXPORTABILITY OF THE CE MATERIALS THAT WERE DEVELOPED. FIFTY-ONE PERCENT STRONGLY AGREED THAT THE MATERIALS COULD BE EXPORTED; THIRTY-EIGHT PERCENT AGREED; SEVEN PERCENT WERE UNDECIDED; AND FOUR PERCENT STRONGLY DISAGREED. THE CURRICULUM WRITERS WERE SOMEWHAT DIVERSE IN THEIR REACTIONS TO STATEMENT 19. FORTY-TWO PERCENT STRONGLY AGREED THAT MUCH MORE TIME OVER A LONGER PERIOD OF TIME WOULD BE NECESSARY TO ADEQUATELY DEVELOP MATERIALS FOR THE DEAF; THIRTY-EIGHT PERCENT AGREED; TEN PERCENT WERE UNDECIDED; AND TEN PERCENT DISAGREED.

IT WAS DESIRED IN ITEM 20 THAT WORKSHOP PARTICIPANTS EXPRESS AN OPINION ABOUT THE DEGREE TO WHICH THEY FELT THE SCHOOL ADMINISTRATION PROVIDES SUPPORT FOR CAREER EDUCATION. FOUR PERCENT STRONGLY AGREED THAT ADEQUATE SUPPORT IS PROVIDED; TWENTY-ONE PERCENT AGREED; FIFTY-ONE PERCENT WERE UNDECIDED; TEN PERCENT DISAGREED; AND FOURTEEN PERCENT STRONGLY DISAGREED.

THE CONSULTANT MIGHT SUMMARIZE THE GENERAL FEELINGS OF THE WORKSHOP PARTICIPANTS AS EAGER WITH A "WAIT AND SEE" ATTITUDE. ALL OF THE PARTICIPANTS AGREED THAT THE CONCEPT OF CAREER EDUCATION IS A GOOD ONE FOR DEAF STUDENTS, AND MATERIALS SHOULD BE GENERALLY DEVELOPED IN A WORKSHOP SETTING WITH INPUT FROM TEACHERS FROM K-12 SO THAT CONTINUITY COULD BE ASSURED. IT WAS ALSO EXPRESSED THAT CAREER EDUCATION MATERIALS FOR THE DEAF NEED TO BE DEVELOPED BY PERSONS WHO HAVE A WORKING KNOWLEDGE OF THE PROBLEMS INHERENT IN AND UNIQUE TO THAT PARTICULAR POPULATION. MANY OF THE RESPONDENTS SEEMED TO FEEL THAT THE FIRST WEEK OF THE WORKSHOP WAS NOT SPENT AS PROFITABLY AS COULD HAVE BEEN. SOME FELT THAT MORE TIME COULD HAVE BEEN SPENT IN ACTUAL WRITING AND LESS TIME IN ORIENTATION AND LISTENING TO CONSULTANTS.

ONE ADDITIONAL BIT OF INFORMATION WAS GLEANED FROM CONVERSATIONS WITH PARTICIPANTS THAT WAS NOT REFLECTED ON THE REACTIONNAIRE. THERE TENDED TO BE SOME CONCERN, CONFUSION, AND SOME FRUSTRATION DURING THE THREE WEEK WRITING SESSION. MANY TEACHERS EXPRESSED APPREHENSION AT DEVELOPING MATERIALS FOR THE GRADE LEVELS TO WHICH THEY WERE ASSIGNED LAST YEAR. NONE OF THEM HAD RECEIVED INFORMATION CONCERNING ASSIGNMENT FOR THE FORTHCOMING ACADEMIC YEAR, AND THEY FELT UNSURE WHERE THEIR TALENTS SHOULD BE FOCUSED. IN ADDITION, THE UNCERTAINTIES OF ASSIGNMENTS HAD SOME ADVERSE AFFECT ON MORALE. FURTHER, THE CURRICULUM WRITERS HAD NOT BEEN TOLD BY THE CENTRAL ADMINISTRATION JUST WHAT KIND OF EMPHASIS OR SUPPORT WOULD BE FORTHCOMING FOR CAREER EDUCATION IN THE 1976-77 SCHOOL YEAR.

A REPORT OF WORKSHOP ACTIVITIES AND RECOMMENDATIONS WAS MADE BY THE PARTICIPANTS TO THE CENTRAL ADMINISTRATION STAFF ON THURSDAY, JUNE 24. MEMBERS OF THE WRITING GROUPS REPORTED ON THE WORK COMPLETED IN THE VARIOUS JOB CLUSTERS AND MADE RECOMMENDATIONS TO THE ADMINISTRATIVE OFFICERS FOR IMPLEMENTATION. THE COOPERATIVE EFFORTS OF ALL WHO PARTICIPATED IN THE THREE WEEK WRITING WORKSHOP WERE EXEMPLARY, AND EACH SHOULD BE COMMENDED FOR INTEREST, ENTHUSIASM, AND A COOPERATIVE ATTITUDE.

THE OBJECTIVES OF THE CAREER EDUCATION CURRICULUM DEVELOPMENT WORKSHOP WERE:

I. TO DEVELOP A PLAN OF IMPLEMENTATION OF CAREER EDUCATION FOR GRADE LEVELS 1-12. THIS OBJECTIVE WAS MET IN THE CHART IN CHAPTER IV.

II. TO TRAIN TEACHERS IN CAREER EDUCATION CONCEPTS AND TECHNIQUES AND TO WRITE CURRICULUM MATERIALS. THIS OBJECTIVE WAS FULFILLED THROUGH THE THREE WEEK TRAINING AND WRITING SESSION.

III. TO DEVELOP AND DUPLICATE TEACHER GUIDES AND MATERIALS FOR GRADE LEVELS 1-8. THIS OBJECTIVE WAS COMPLETED BY THE LAST DAY OF JULY 1976. IN ADDITION, TEACHER GUIDES AND MATERIALS WERE DEVELOPED FOR K.

IV. TO INITIATE PLANS FOR AN ACCOUNTABILITY AND RECORDING SYSTEM TO BE FURTHER RESEARCHED AND UTILIZED DURING THE ACADEMIC YEAR. SEVERAL EXAMPLES OF POSSIBLE RECORDING SYSTEMS CAN BE FOUND ELSEWHERE AS PART OF THE CONSULTANT'S REPORT.

AS CAN BE NOTED, ALL OF THE WORKSHOP OBJECTIVES WERE MET. ALL OF THE MATERIALS WILL BE READY FOR IMPLEMENTATION DURING THE 1976-77 ACADEMIC YEAR."

INITIATION OF AN ACCOUNTABILITY/RECORDING SYSTEM

THE EVALUATOR/PROGRAM DEVELOPER'S SEARCH FOR EXISTING EVALUATION INSTRUMENTS AND CE MATERIALS FOR USE FOR THE DEAF DID NOT YIELD SATISFACTORY RESULTS. THEREFORE IT APPEARS THAT MATERIALS AND ASSESSMENT INSTRUMENTS NEED TO BE DEVELOPED FOR USE WITH DEAF POPULATIONS.

THE FOLLOWING STATEMENTS ARE QUOTED FROM THE CONSULTANT'S REPORT. "THE CONSULTANT WAS REQUESTED TO SUGGEST AN ACCOUNTABILITY/RECORDING

SYSTEM FOR TSD TO USE WITH THE CAREER EDUCATION CURRICULUM. THERE ARE SEVERAL POSSIBLE WAYS FOR RECORDING EXPOSURE TO CAREER EDUCATION INFORMATION. THE EMPHASIS OF THE CURRICULUM IN K-5 WILL BE ON AWARENESS. SINCE THE GOAL IS AWARENESS ONLY, IT WOULD SEEM FEASIBLE TO DEVELOP A RECORDING SYSTEM THAT WOULD REQUIRE VERY LITTLE EXTRA TIME ON THE PART OF THE TEACHER AND WOULD YIELD INFORMATION FOR ACCOUNTABILITY PURPOSES.

SYSTEMS FOR RECORDING

THE CAREER EDUCATION CURRICULUM FOR TSD COULD BE RECORDED IN SEVERAL DIFFERENT WAYS. FIRST, A DECISION WILL NEED TO BE MADE ABOUT A GRADING SYSTEM. IF LETTER GRADES ARE TO BE AWARDED FOR EVERY STUDENT FOR EACH UNIT OR ACTIVITY IN EACH JOB CLUSTER, THEN A SYSTEM OF GRADING SIMILAR TO OTHER SUBJECT AREAS WILL NEED TO BE EXPLORED. A RECORDING SYSTEM FOR EACH STUDENT WOULD NEED TO BE DEVELOPED LIKE THAT KEPT IN THE PRESENT TEACHER'S GRADE BOOK.

JOB CLUSTER _____

UNIT _____

ACTIVITY _____ GRADE _____

RECORDING PERIOD _____

A SECOND METHOD, PARTICULARLY IN GRADES K-5, COULD CONSTITUTE AN ATTENDANCE RECORD. SUCH A METHOD WOULD BE ADVANTAGEOUS BECAUSE OF THE AWARENESS APPROACH INTENDED FOR GRADES K-5. CAREER EDUCATION RECORDS COULD BE CUMULATIVE AND PASSED FROM TEACHER TO TEACHER FROM ONE YEAR TO THE NEXT. EACH TEACHER COULD THEN DETERMINE HOW MUCH EXPOSURE TO EACH JOB CLUSTER EACH STUDENT RECEIVED IN PREVIOUS YEARS AND GEAR HIS/HER TEACHING ACCORDINGLY. THUS, A CHECKMARK AND/OR THE DATE OF COMPLETION OF EACH ACTIVITY IN EACH JOB CLUSTER WOULD INDICATE EXPOSURE. ONE SUCH RECORDING DEVICE IS SHOWN IN APPENDIX D. THE READER WILL NOTE THAT THE NAME OF EACH STUDENT IN THE CLASS SHOULD BE LISTED IN THE COLUMN ON THE LEFT OF THE PAGE. IT WOULD BE POSSIBLE TO MAKE THE RECORD KEEPING BOOK SO THAT THE PAGE WITH THE NAMES OF THE STUDENTS WOULD BE THE BOTTOM PAGE, AND EACH PAGE FOR EACH JOB CLUSTER COULD BE AND OVERLAY. IT WOULD ALSO BE POSSIBLE FOR EACH JOB CLUSTER TO BE COLOR CODED. THUS, WHEN AN ACTIVITY WOULD BE COMPLETED, A CHECKMARK WOULD BE MADE IN THE SPACE BESIDE A STUDENT'S NAME CORRESPONDING TO A PARTICULAR ACTIVITY.

ANOTHER METHOD OF RECORD KEEPING COULD BE SIMILAR TO THE FORMAT

IN APPENDIX E . A FORM COULD BE DEVELOPED TO PRERECORD THE MODULES OR UNITS IN EACH JOB CLUSTER. THEN ONCE AN ACTIVITY WAS COMPLETED BY A STUDENT, A CIRCLE COULD BE DRAWN AROUND THAT ACTIVITY AS SHOWN IN APPENDIX F. OF COURSE THE NUMBER OF ACTIVITIES PER UNIT FOR EACH JOB CLUSTER WOULD UNDERSTANDABLY BE EXPECTED TO VARY.

A DIFFERENT KIND OF RECORDING FORMAT WOULD PROBABLY BE NECESSARY AFTER THE AWARENESS LEVEL. IT IS ASSUMED THAT ONLY DOCUMENTATION OF EXPOSURE TO CAREER EDUCATION INFORMATION IS ALL THAT WILL BE REQUIRED IN GRADES K-5. HOWEVER, BEGINNING IN GRADE SIX, THE EXPLORATION AND EXPERIENTIAL PHASES WOULD LIKELY BE EXPECTED TO RECEIVE INCREASED EMPHASIS. IT WOULD PROBABLY BE EXPEDIENT TO DETERMINE IF GRADES ARE TO BE AWARDED IN CAREER EDUCATION CLASSES IN GRADES 6 THROUGH 12. IF GRADES ARE TO BE GIVEN, THEN IT WOULD BE EXPECTED THAT THE TEACHER WOULD ESTABLISH SOME TYPE OF EVALUATION MECHANISM ON WHICH TO BASE A GRADE. IT MIGHT BE FELT BY SOME THAT STUDENTS WOULD BE MORE SERIOUS ABOUT CE INSTRUCTION IF GRADES WERE AWARDED. HOWEVER, IF THE STRENGTHENING OF DEVELOPMENTAL SKILLS IN EACH JOB CLUSTER IS THE GOAL THEN SOME PERFORMANCE LEVEL WILL NEED TO BE DECIDED IN ORDER TO EVALUATE ACCEPTABLE PERFORMANCE. PERFORMANCE LEVELS WILL UNDERSTANDABLY VARY AMONG VARIOUS ACTIVITIES WITHIN EACH UNIT IN EACH JOB CLUSTER. ONE SUCH METHOD FOR OBSERVING STUDENT PERFORMANCE COULD BE USED IN A PERFORMANCE CAPABILITY SITUATION. A SAMPLE OF SUCH A RECORD KEEPING SYSTEM IS FOUND IN APPENDIX G. THE LEVEL OF PERFORMANCE FOR EACH ACTIVITY AND/OR UNIT WOULD BE RECORDED AND INCLUDED BY THE TEACHER IN THE APPROPRIATE SPACE. A FOUR POINT SCALE WOULD INDICATE THE PERFORMANCE CAPABILITY OF EACH STUDENT. A CHECKMARK AND/OR TEACHER INITIALS UNDER COLUMN NUMBER ONE WOULD INDICATE THAT THE STUDENT NEEDS ADDITIONAL TRAINING IN THE ACTIVITY AND/OR UNIT; A MARK IN COLUMN TWO WOULD INDICATE THAT THE STUDENT COULD PERFORM WITH MAXIMUN SUPERVISION; THE STUDENT COULD PERFORM WITH MINIMUM SUPERVISION WHEN COLUMN THREE WAS MARKED; AND INDEPENDENT, ADEQUATE BEHAVIOR WOULD BE MARKED IN COLUMN FOUR WHEN THE STUDENT PERFORMED ACCEPTABLY ON HIS/HER OWN. SUCH A RECORD KEEPING DEVICE WOULD PROVIDE THE TEACHER WITH A RANGE OF PERFORMANCE WITHOUT HAVING TO AFFIX A LETTER GRADE OR A PASS/FAIL DESCRIPTION. IN SOME INSTANCES SUCH AN EVALUATION SYSTEM MIGHT BE PREFERABLE TO LETTER GRADES AND NOT POSE A THREAT TO STUDENT INTEREST OR MOTIVATION TO CONTINUE EXPLORATION IN VARIOUS JOB CLUSTERS.

TEACHERS WOULD NEED TO DETERMINE AN ACCEPTABLE MINIMUM PERFORMANCE LEVEL FOR EACH ACTIVITY OR UNIT IN EACH JOB CLUSTER. IT SHOULD BE UNDERSTOOD THAT ANY DESIGNATED LEVEL OF PERFORMANCE WOULD ONLY BE THEORETICAL UNTIL SUCH TIME AS DETERMINATION HAS BEEN MADE OF THE ADEQUACY OF MINIMAL PERFORMANCE.

THE READER SHOULD BE REMINDED THAT THE PERFORMANCE CAPABILITY AS SHOWN IN APPENDIX G COULD ALSO BE ADAPTED FOR ANY OF THE OTHER EXAMPLES CITED. FOR EXAMPLE, THE APPENDIX D FORM COULD HAVE THE 4 POINT COMPETENCY SCALE LISTED AT THE TOP OF THE FORM, AND THE PERFORMANCE RATING COULD BE ENTERED IN THE APPROPRIATE SPACE INSTEAD OF A CHECKMARK. SIMILARLY, THE PERFORMANCE RATING COULD BE ENTERED INSTEAD OF THE CIRCLED X ON APPENDIX F .

EVALUATION (ACCOUNTABILITY) OF CE IMPLEMENTATION, 1976-77

IT WILL BE EXTREMELY DIFFICULT TO EVALUATE THE EFFECTIVENESS OF THE IMPLEMENTATION OF THE CAREER EDUCATION COMPONENT AT TSD UNDER THE EXISTING CONDITIONS. IT IS UNDERSTOOD THAT CLASSROOM TEACHERS WILL DETERMINE THE EXTENT TO WHICH EACH JOB CLUSTER WILL BE IMPLEMENTED IN EACH CLASSROOM. SOME TEACHERS MAY DECIDE TO FOLLOW THE CURRICULUM THAT HAS BEEN DEVELOPED; OTHERS WILL SELECT THE ACTIVITIES WITHIN EACH UNIT IN EACH JOB CLUSTER AND EXERCISE AS MUCH FLEXIBILITY AS THEY DESIRE IN IMPLEMENTATION. THUS, IT IS CONCEIVABLE THAT THERE WILL BE AS MANY VARIATIONS IN CURRICULUM IMPLEMENTATION AS THERE ARE TEACHERS WHO HAVE THE RESPONSIBILITY FOR TEACHING CE. IT DOES NOT APPEAR THAT ANY CONCERTED EFFORTS WILL BE MADE TO ASSURE CONTINUITY THIS YEAR IN IMPLEMENTATION AMONG TEACHERS. SUCH IMPLEMENTATION EFFORTS WILL ALLOW MORE FREEDOM AND FLEXIBILITY AMONG TEACHERS BUT ALSO MAKE PROGRAM EVALUATION MORE DIFFICULT. IN ADDITION THE FIRST YEAR OF CE IMPLEMENTATION WILL FOCUS ON REFINEMENT AND MODIFICATION. THEREFORE, IT WOULD PROBABLY BE MORE ADVANTAGEOUS TO CLOSELY MONITOR IMPLEMENTATION AND CHANGE RATHER THAN ATTEMPT WIDESCALE PROCESS EVALUATION. IT WOULD SEEM APPROPRIATE, HOWEVER, TO DETERMINE WHCH ACTIVITIES IN EACH UNIT IN EACH CLUSTER ARE IMPLEMENTED IN THEIR PRESENT FORM AND WHICH ACTIVITIES REQUIRE SOME MODIFICATION. IT IS POSSIBLE THAT TEACHERS AT EACH GRADE LEVEL WILL ALL INITIATE THE SAME ACTIVITIES IN EACH CLASS. IN SUCH AN EVENT IT WOULD BE EXPEDIENT TO ATTEMPT TO DETERMINE THE SIMILARITIES AND DIFFERENCES FOR COMMON ACTIVITIES AMONG TEACHERS AT THE SAME GRADE LEVEL. THUS, THE INITIAL YEAR WOULD BE DEVOTED TO REFINEMENT AND MODIFICATION OF THE CE CURRICULUM, AND ENOUGH DATA COULD BE GATHERED SO THAT A MORE SOPHISTICATED PROCESS OR FORMATIVE EVALUATION DESIGN COULD BE DEVELOPED.

IDEALLY, AN EVALUATION DESIGN WOULD INCORPORATE TWO GROUPS OF STUDENTS, ONE GROUP RECEIVING CE INSTRUCTION AND ANOTHER GROUP NOT RECEIVING INSTRUCRION. BOTH GROUPS WOULD BE ADMINISTERED APPROPRIATE ASSESSMENT INSTRUMENTS PRIOR TO THE IMPLEMENTATION OF TREATMENT AND AGAIN AT END OF THE SCHOOL YEAR. HOWEVER, ALL STUDENTS AT TSD WILL BE INVOLVED IN THE CE INSTRUCTION; THEREFORE, IT WOULD NOT BE POSSIBLE TO OBTAIN A CONTROL GROUP. IN ADDITION, TEACHERS HAVE THE FREEDOM TO IMPLEMENT THE CE CURRICULUM MATERIALS

HOWEVER THEY CHOOSE; SOME MIGHT DECIDE TO FOLLOW THE FORMAT, SCOPE AND SEQUENCE OF THE MATERIALS AS DEVELOPED, WHILE OTHERS COULD IMPLEMENT SELECTED ACTIVITIES FROM EACH UNIT IN EACH CLUSTER. THUS, IT IS NOT EXPECTED THAT ALL TEACHERS WILL IMPLEMENT THE MATERIALS IN THE SAME MANNER. THEREFORE, IT WILL NOT BE POSSIBLE TO ISOLATE AND OBSERVE THE IMPLEMENTATION OF SPECIFIC ACTIVITIES UNDER PRESCRIBED UNIFORM CONDITIONS OVER A LONG PERIOD OF TIME.

FURTHER, A SEARCH OF THE LITERATURE ON TESTING HAS NOT YIELDED AN APPROPRIATE ASSESSMENT INSTRUMENT (S) THAT WILL LIKELY MEASURE THE TSD DEVELOPED CE CURRICULUM. A PARTIAL LIST OF POSSIBLE INSTRUMENTS IS INCLUDED IN APPENDIX . HOWEVER, THE READER SHOULD BE MADE AWARE THAT THE BEHAVIOR ASSESSED BY THE COMMERCIALLY PRODUCED INSTRUMENTS INCORPORATE MANY COMPONENTS. IT WOULD BE MOST DIFFICULT TO ISOLATE THE CE INSTRUCTION AS THE MAJOR CONTRIBUTING FACTOR IN DETERMINING STUDENT RESPONSES, PARTICULARLY WITHOUT A CONTROL GROUP FOR COMPARISON PURPOSES. ANY OF THE INSTRUMENTS LISTED SHOULD BE EXAMINED ITEM BY ITEM BEFORE A DECISION TO USE ONE FOR EVALUATION PURPOSES IS MADE. THE ITEMS ON THE INSTRUMENT SHOULD REFLECT THE TSD CE CURRICULUM IN CONTENT AND SCOPE AND SEQUENCE.

THE TSD CE CURRICULUM IS UNIQUE IN THAT IT WAS DEVELOPED SPECIFICALLY FOR THE DEAF, THUS THERE WOULD BE AN ADDED DISADVANTAGE OF COMPARING RESULTS WITH NORMATIVE DATA OBTAINED FORM A HEARING POPULATION. THEREFORE, THERE IS THE DISTINCT POSSIBILITY THAT NORMATIVE DATA THAT WERE OBTAINED THROUGH PROGRAM MATERIALS DESIGNED FOR AND USED BY A HEARING POPULATION WOULD NOT BE APPROPRIATE FOR THE DEAF. THE DEAF OFTEN EXPERIENCE PROBLEMS IN BEING ABLE TO READ AND COMPREHEND PRINTED MATERIALS DEVELOPED PRIMARILY FOR THEIR HEARING PEERS."

CHAPTER V: DISCUSSION OF CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS DERIVED

As the Texas School for the Deaf moves to involve all students in grade levels 1-12 in Career Education, the results of this project will serve as the foundation for a successful implementation.

To assure that the implementation will be successful during the school year 1976-77, and that this year will become a strong base point for an ever broadening and more comprehensive Career Education experience, the following recommendations are made. Recommendations can be categorized into 4 areas.

(1) Teachers' Guides.

(2) Implementation, K-8.

(3) Research and Expansion, 9-12.

(4) Accountability/Recording

It is recommended that the seven teachers' guides developed and duplicated by this project be distributed:

1. To the educational staff at Texas School for the Deaf so that the guides may:

   A. Be field tested by classroom teachers during the school year 1976-77.

   B. Be used as a basic part of the daily curriculum.

   C. Be refined and expanded to include objectives that correlate with the objectives of "Scope and Sequence-Developmental Language Centered Curriculum for Hearing Impaired Children".

   D. Be evaluated by classroom teachers as to appropriateness of activities to age level interest.

2. On a national basis after reasonable field testing and refinement:

   A. To other programs for the deaf in Texas.

   B. To other schools for the deaf in the United States.

   C. To other schools with the educational responsibility of special populations such as students with other handicaps, learning disabilities, language disabilities, and/or bilingual students.

Implementation, K-8

As TSD strives to develop and to implement an exemplary program of Career Education the following recommendations are made:

1. For implementation during the school year 1976-77 it is suggested that:

   A. An adequate staff be provided to accomplish the goals for Career Education at TSD. A minimum staff should include:

      (1) A Career Education Coordinator to direct the CE program.

      (2) A secretary for the CE coordinator.

      (3) A Career Education Specialist (teacher without a classroom) for each of the elementary and middle school departments.

      (4) An aide for the CE specialist.

      (5) An evaluator on campus or a contracted third person evaluator.

   B. Adequate facilities such as:

      (1) Office spaces for the staff.

      (2) A resource/workroom for materials storage and development.

(3) A ROOM ON SOUTH CAMPUS FOR A BANK.

(4) ROOMS ON EAST CAMPUS FOR A BANK AND A STORE.

(5) COOKING AND HOMEMAKING FACILITIES ON BOTH CAMPUSES.

C. SCHEDULING THAT WOULD ALLOW TIME FOR FIELD TESTING , DEVELOPING AND UTILIZING SUGGESTIONS IN THE GUIDEBOOKS.

D. ADEQUATE TRANSPORTATION ON BOTH CAMPUSES FOR FIELD TRIPS.

E. ADMINISTRATION SUPPORT, ENCOURAGEMENT AND GUIDANCE TO ALLOW IMPLEMENTATION THAT WOULD MOST FULLY BENEFIT EACH STUDENT.

IMPLEMENTATION, 9-12

A CURRICULUM BASED ON "THE ADULT PERFORMANCE LEVEL STUDY", BY DR. NORVELL NORTHCUTT, UNIVERSITY OF TEXAS, WAS DEVELOPED, BUT NOT DISSEMINATED IN 1974. THIS CURRICULUM WAS USED BY INTERESTED TEACHERS AT THE HIGH SCHOOL LEVEL. A RESEARCH AND DEVELOPMENT PLAN FOR HIGH SCHOOL WAS OUTLINED IN THE SPRING OF 1976 USING THIS ORIGINAL CURRICULUM AND OTHER FINDINGS. HOWEVER, MAJOR CHANGES IN STUDENT ASSIGNMENT IS TO TAKE PLACE AT TSD IN THE FALL OF 1976. THE NEW GRADE ASSIGNMENT OF STUDENTS WILL CREATE A VERY LARGE HIGH SCHOOL POPULATION. OF NECESSITY OTHER ISSUES MUST TAKE PRIORITY OVER RESEARCH AND DEVELOPMENT OF CE AT THIS LEVEL NEXT YEAR.

TO DESIGN A NEW PROGRAM FOR HIGH SCHOOL IS A MASSIVE JOB IN ITSELF. TO OVEREXTEND THE GOALS OF THIS PROJECT TO INCLUDE HIGH SCHOOL WOULD PERHAPS PRODUCE INEFFECTIVE RESULTS.

FOR THESE REASONS THE ACTIVITIES OF THIS PROJECT ONLY DEALT WITH HIGH SCHOOL THIS YEAR IN RECOMMENDATIONS:

1. TO CONTINUE EXISTING CE RESPONSIBILITIES TO CAREER MONTH.
2. TO PRODUCE"FOCUS". A TELEVISION SERIES.
3. TO EXPAND SPRING SPIRIT FESTIVAL.

4. To provide information and services to teachers in high school.

There exist three recommendations for research at the high school level, as follows:

1. Development of a Career Education lab with self-pacing, self-testing modules to accomplish the objectives identified by previous study.

2. Development of a plan for dissemination into current structure of activities previously developed under the objectives of the "Adult Performance Level Study".

3. Development of a new curriculum plan for older high school students to explore. For example:

   A. Core of selected teachers and houseparents to be teamed together to work with one or two cottages of selected older students.

   B. Students will all be employed in full or part-time jobs.

   C. Students will attend college classes and/or personal adjustment classes.

   D. Teachers, houseparents and students will develop an educational plan or series of recommendations for utilizing the junior and/or senior year for effective preparation of deaf students for living and working independently of the school.

Accountability/Recording Systems

It is recommended that an evaluator be hired as a staff member or that a third party evaluator be contracted.

1. To utilize the findings of the evaluator/program developer for this project.

2. To develop a recording system that will become a part of the student's cumulative file and that will provide a profile of the student's CE experiences, skills and/or interests.

3. To develop assessment instruments to evaluate students and educational staff as well as the program itself.

4. To train teacher and other educational staff in assessment and evaluation.

Career Education for the school year 1975-76 was totally funded with school money. This will be true for the school year 1976-77 as no federal funding will be utilized for implementation during this year. However, if TSD is to move into the area of providing an exemplary program of Career Education it is recommended that funding be sought. Such funding will be needed only to supplement the money presently provided from the school budget for Career Education. To work in innovative areas that could well benefit a variety of populations in Texas as well as throughout the United States, such money will be needed to supplement the funds presently provided by TSD.

The next section of the report is a copy of the recommendations made by the evaluator/program developer in his final report.

Evaluator/Program Developer

Based on the observations made by the consulting evaluator/program developer during the summer, 1976 Career Education curriculum writing workshop at the Texas School for the Deaf; and based on his dilegent search for Career Education curricula, assessment and evaluation instruments for use with the deaf, the following recommendations and comments were made:

1. The TSD central administration should determine how much emphasis should be placed on Career Education in relationship to the other components of the TSD curricula. Such emphasis should reflect the educational philosophies of TSD.

2. The classroom teachers and other concerned staff should be informed of the extent to which Career Education is expected to be implemented during the 1976-77 school year.

3. It is recommended that a Coordinator for Career Education be continued and the coordinator be provided with adequate support and staff to assist the classroom teachers in implementation

AND REFINEMENT OF THE MATERIALS DEVELOPED IN CE.

4. IT IS RECOMMENDED THAT AN INSERVICE WORKSHOP PRIOR TO THE OPENING OF SCHOOL BE CONDUCTED FOR ALL TSD STAFF WHO WILL BE INVOLVED IN CE DURING 1976-77.

5. IT IS RECOMMENDED THAT THE TSD CE STAFF OBSERVE THE IMPLEMENTATION OF THE CE MATERIALS DURING 1976-77 IN AN EFFORT TO DETERMINE WHICH METHODS, TECHNIQUES, AND PROCEDURES MIGHT BE MOST EFFECTIVE AT EACH GRADE LEVEL IN K-8.

6. IT IS RECOMMENDED THAT SEVERAL POSSIBLE RECORDING SYSTEMS BE EXPLORED IN AN EFFORT TO DEVELOP A SYSTEM THAT WILL YIELD THE MOST USEFUL INFORMATION WITH THE LEAST EXPENDITURE OF RESOURCES.

7. IT IS RECOMMENDED THAT THE CE COORDINATOR CLOSELY MONITOR THE IMPLEMENTATION OF THE CE MATERIALS IN K-8, OBTAIN FEEDBACK FROM TEACHERS ON PROGRAM MODIFICATION, AND ATTEMPT TO GATHER DATA ON ENOUGH VARIABLES TO ALLOW FOR A COMPREHENSIVE PROCESS EVALUATION DESIGN DURING 1977-78.

8. IT IS RECOMMENDED THAT THE TSD CE MATERIALS BE DEVELOPED IN A FORMAT SO THAT THEY COULD BE EXPORTABLE TO OTHER SCHOOLS FOR THE DEAF THROUGHOUT THE COUNTRY ONCE THEIR EFFICIENCY HAS BEEN VALIDATED. IT IS ANTICIPATED THAT SUCH MATERIALS COULD ALSO BE USED WITH OTHER POPULATIONS WHERE LEARNING PROBLEMS HAVE BEEN IDENTIFIED (E.G., AREAS NEEDING MATERIALS WITH VISUAL EMPHASIS, HIGH INTEREST LEVEL COMMENSURATE WITH A PARTICULAR AGE GROUP BUT WITH A LOWER LEVEL OF READING DIFFICULTY.

9. IT IS STRONGLY RECOMMENDED THAT A PROPOSAL FOR FUNDING BE DEVELOPED FOR THE DEVELOPMENT AND REFINEMENT OF CAREER EDUCATION MATERIALS FOR TSD ON A LONGITUDINAL BASIS. SUCH A PROPOSAL SHOULD ENCOMPASS DEVELOPMENT, REFINEMENT, MODIFICATION, AND GATHERING SUFFICIENT BASELINE DATA FOR AN EXPORTABLE, FINISHED PRODUCT OVER A PERIOD OF THREE TO FIVE YEARS.

10. IT IS FURTHER STRONGLY RECOMMENDED THAT ALL POSSIBLE SOURCES FOR FUNDING SHOULD BE EXPLORED IN SEEKING MONIES FOR THE DEVELOPMENT OF CE MATERIALS FOR THE DEAF IN GRADES K-12. ONE SOURCE FOR FUNDING

AGENCIES IS THE ANNUAL REGISTER OF GRANT SUPPORT, 1976-77, 10TH EDITION, MARQUIS ACADEMIC MEDIA, MARQUIS WHO'S WHO INC., 200 EAST OHIO STREET, CHICAGO, ILLINOIS 60611. IT IS SUGGESTED THAT PROPOSALS PREPARED FOR FUNDING SHOULD BE HAND DELIVERED TO THE APPROPRIATE AGENCY BY A PERSON WHO COULD ACQUAINT SAID AGENCY WITH INFORMATION ABOUT THE UNIQUENESS OF WORKING WITH THE DEAF. SOME AGENCIES HAVE HAD LITTLE EXPOSURE TO EDUCATION FOR THE DEAF AND WOULD PROBABLY BENEFIT FROM ENLIGHTENMENT BY A KNOWLEDGEABLE INDIVIDUAL.

SUMMARY

PERHAPS ONE OF THE BEST WAYS TO SUMMARIZE THE NEED, THE INTENT, THE RESULTS AND THE RECOMMENDATIONS OF THIS REPORT IS TO BRIEFLY DISCUSS DEAFNESS.

THE UNIQUE NATURE OF DEAFNESS MAKES THE DEAF POPULATION POSSIBLY THE MOST EDUCATIONALLY DISADVANTAGED GROUP IN OUR COUNTRY. BECAUSE DEAFNESS IS A HIDDEN HANDICAP, ONLY NOTICEABLE WHEN THE DEAF INDIVIDUAL TRIES TO COMMUNICATE WITH A HEARING, SPEAKING COMMUNITY, LITTLE IS WIDELY KNOWN BY THE GENERAL PUBLIC ABOUT THE NATURE OF DEAFNESS AND ITS EDUCATIONAL HANDICAPS.

ONLY ONE MAJOR FACT ABOUT DEAFNESS SHOWS CAUSE THAT FEW MATERIALS IN EXISTENCE ARE AS EFFECTIVE IN EDUCATING THE DEAF STUDENT AS THEY ARE IN EDUCATING THE HEARING STUDENT. A CONGENITALLY DEAF PERSON HAS NEVER HEARD THE FLOW OF ANY LANGUAGE WITH WORDS PLACED SIDE BY SIDE IN THEIR PROPER SYNTAX. ONLY IN RARE CASES, OR IF THE PARENTS ARE DEAF, DOES THE DEAF CHILD HAVE A SYSTEM OF LANGUAGE COMMUNICATION UNTIL HE/SHE ARRIVES AT SCHOOL, USUALLY AFTER HE/SHE REACHES THE AGE OF SIX. THE DEAF CHILD'S HEARING PEERS HAVE BEEN BOMBARDED WITH LANGUAGE FROM THE DAY OF BIRTH. READING, THEN, IS FOR THE HEARING CHILD ONLY A MATTER OF LEARNING AND USING THE PRINTED CODE FOR WHAT HE/SHE HAS HEARD ALL HIS/HER LIFE. FOR THE BILINGUAL CHILD THIS IS COMPLICATED BY HIS/HER NATURAL COMMUNICATION SYSTEM BEING CHANGED TO ANOTHER COMMUNICATION SYSTEM; FOR EXAMPLE, FROM SPANISH TO ENGLISH. THE DEAF CHILD MUST GO A GIANT STEP FARTHER. THE DEAF CHILD MUST FIRST LEARN A SYSTEM OF LANGUAGE COMMUNICATION AND THEN TRANSFER THAT KNOWLEDGE TO WRITTEN OR PRINTED CODING. MOST LANGUAGE PATTERNS ARE ESTABLISHED FOR HEARING CHILDREN BY THE AGE OF SIX. MOST DEAF CHILDREN BEGIN TO DEVELOP, WITH APPROPRIATE INSTRUCTION, THEIR LANGUAGE SYSTEMS AT THE AGE OF SIX. THIS LAG IS WHY THE KEYSTONE FOR ALL EDUCATION OF THE DEAF IS LANGUAGE DEVELOPMENT FROM THE FIRST DAY OF SCHOOL TO THE LAST AND BEYOND.

FEW PRINTED EDUCATIONAL MATERIALS ARE USEABLE FOR THE EDUCATION OF DEAF STUDENTS WITHOUT COSTLY AND TIME-CONSUMING ADAPTATIONS.

EXISTING CAREER EDUCATION MATERIALS

FEW CAREER EDUCATION MATERIALS NOW EXISTING ARE NOT FULLY DEVELOPMENTAL AND HAVE NOT BEEN WIDELY FIELD TESTED AND PROVEN. HOWEVER, COMMERCIAL PUBLISHERS ARE CONTINUING TO PRODUCE MASSES OF CAREER EDUCATION MATERIALS BECAUSE SUCH MATERIALS ARE EASILY MARKETED.

DURING THE THREE YEARS OF RESEARCH THE PROJECT STAFF PREVIEWED ALL SUCH MATERIALS THEY COULD LOCATE. THIS EXPERIENCE LED TO A STATEMENT TO FUTURE CAREER EDUCATION PRACTITIONERS, "CAREFULLY AND CAUTIOUSLY STUDY CAREER EDUCATION MATERIALS BEFORE PURCHASING THEM."

CAREER EDUCATION IS NOT A "KIT" CONCEPT. THE NATURE OF CAREER EDUCATION GOALS WILL PREVENT HAVING A SET OF BOOKS THAT ADEQUATELY "TEACHES" THE SUBJECT. BOOKS OR KITS, IN TIME, MAY BE AVAILABLE TO SUPPORT CAREER EDUCATION GOALS, BUT THE FLEXIBILITY REQUIRED IN CAREER EDUCATION SHOULD NOT BE LIMITED TO PURCHASEABLE MATERIALS. THERE HAVE BEEN NO CAREER EDUCATION RESULTS THAT ARE ALL INCLUSIVE OR HAVE BEEN WIDELY FIELD TESTED OR PORVEN TO BE USED WHEN EDUCATING THE DEAF.

INTENT OF THIS PROPOSAL:

ONE OF THE LOGICAL IMPLICATIONS FOR THE CAREER EDUCATION MATERIALS IS THE POSSIBILITY OF USING THE MATERIALS WITH OTHER POPULATIONS. SINCE NO OTHER MATERIALS WERE FOUND TO BE AVAILABLE IN OTHER INSTITUTIONS WORKING WITH THE DEAF, THERE IS THE DISTINCT POSSIBILITY THAT THE MATERIALS COULD BE USED IN OTHER PARTS OF THE COUNTRY. IT SHOULD ALSO BE NOTED THAT THE MATERIALS COULD ALSO BE USED WITH SOME HEARING POPULATIONS WITH LEARNING PROBLEMS.

THE UNIQUENESS OF DEAF EDUCATION HAS NECESSITATED THE DEVELOPMENT OF MATERIALS SPECIFICALLY FOR THE DEAF STUDENT. A MUCH LARGER DEVELOPMENTAL EFFORT IS NEEDED TO PROVIDE CAREER EDUCATION MATERIALS FOR THE DEAF POPULATION IN THE UNITED STATES.

CAREER EDUCATION HAS BEEN OBSERVED AT TSD TO MAKE A DIFFERENCE IN BOTH TEACHER AND STUDENT. IT IS OUR INTENT TO CONTINUE TO FORGE THE WAY IN PROVIDING THE KIND OF EDUCATION THAT WILL MAKE POSSIBLE THE DEVELOPMENT OF THAT PRODUCTIVE, CONTRIBUTING CITIZEN OUR COUNTRY NEEDS.

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APPENDIXES

APPENDIX A

CAREER EDUCATION CURRICULUM-WRITING WORKSHOP

Results of Nominal Group Session:

Thirty participants in the Career Education Curriculum Writing Workshop met on Wednesday, June 9, 1976, at the Texas School for the Deaf to establish priorities of needs. From these priorities further planning will be undertaken to develop guidelines for the planning, designing and implementation of services.

The members of the group were asked to respond to the question: "What do you feel are the necessary skills and/or traits for a graduating student from TSD to possess?" A total of 83 responses were listed which were placed in five categories of Occupational Characteristics/Goals, Writing/Language Skills, Social/Emotional Characteristics-Skills, Community Awareness/Involvement, Computation/Business Skills. These broad categories may serve as a basis for (1) Further inquiry into needs, concerns and priorities and (2) for planning purposes.

Items receiving priority according to group responses included:

#6. Read and understand language to function in our society (5,5,5,5,5,5.5,5,4,4,4,4,3,3,1=63 points)

#14. Possesses skills to find employment (5,5,5,5,5,5,5,4=39 points)

#25. Accept responsibilities and respect the rights of others (5,5,4,4,3,2,2=25 points)

#7. Knowledge of money and banking (4,4,4,3,2,2=19 points)

#26. Self-confidence in his abilities (5,5,5,2,1,1=19 points)

The categories of responses included:

I. Occupational Characteristics/Goals

1. Should have a good work attitude (4,3,3,2,1,1=14 points)
12. Set realistic goals and understand how to accomplish them (3,2,2,1=8 points)
14. Possess skills to find employment (39 points)
20. Follow directions of the employer (4,4,3,2,1=14 points)
21. Organization of work hours and free time
24. Good work habits (3,2=5 points)
28. Show enthusiasm on the job whether or not he feels like it
35. Dependability (5,4,3,2,2=16 points)
45. Be acquainted with all jobs possible and their responsibilities (3,2=5 points)
53. Be willing to learn new skills on the job (4,3=7 points)
58. Desire to master a given task
61. Ability to concentrate and perservere with a task (3,2,1=6 points)
64. Know what to do on an interview

II. Writing/Language Skills

2. Be able to write legibly (4,4,3,3,1,1=16 points)
6. Read and understand language to function in our society (63 points)
18. Mastery of communication skills-sign language, fingerspelling and speech (5,4,3=12 points)
27. Be able to write simple but clear sentences (4,3,2,2,1=12 points)
54. Know what different labels mean
55. Know how to communicate with hearing adults who can't sign
57. Ability to ask questions if they do not understand something (4 points)
62. Can read and understand the newspaper
73. How to write a letter correctly
74. Be able to use the yellow pages in the telephone book
77. Know how to read the telephone book

III. Social/Emotional Characteristics or Skills

3. Should have a life skill to be a producing member of society (2 points)
19. Knowledge of discrimination toward the deaf and what to do (4,1=5 points)
25. Accept responsibilities and respect the rights of others (25 points)
26. Self confidence in his abilities (19 points)
30. Good manners (4 points)
31. Knowledge of cost, responsibilities of a family and the alternatives
33. Ability to cope with disappointments (2 points)
39. Understanding of child development and care
42. Dangers inherent in chemicals and other drugs and be able to deal with peer pressure
43. Ability to interact with supervisors, friends, families and others tactfully (4,3=7 points)
47. Be able to choose food wisely
48. Understand the parent's role
51. Be able to share (1 point)
52. Knowledge of family planning (1,1= 2 points)
56. Be able to vent frustrations correctly (2 points)
59. Be able to consider alternatives in decision making (3,3=6 points)
63. Basic cooking and sewing skills
66. Desire to help others
68. Have a pleasing personality
69. Good grooming
70. Be able to treat others the same way he wants them to to treat him (4,3,2,1,1=11 points)
71. Be able to change lifestyle because of job changes or location
75. Transfer knowledge from one situation to another
76. Be able to sacrifice
78. Be able to listen (5 points)
79. Be able to cooperate with other people
81. Be patient with hearing people who are trying to communicate
82. Be able to manage emotions
83. Thankfulness

IV. Community Awareness/Involvement

4. Knowledge of community laws (3,1,1=5 points)
5. Knowledge of medical facilities within the community (3,2=5 points)
8. Where to go to find a job (5,5=10 points)
10. When and where to find legal aid (1 point)
23. Participate in civic activities
29. Resources and services in a community and where to find them (5,2=7 points)
34. Knowledge of voting procedures
37. Understanding of health, parts of the body, hygiene and medical resources within the community (4,1=5 points)
38. How to use public transportation
41. Have a driver's license and know the laws governing the use of a vehicle
44. Knowledge of first aid procedures
49. Practice good safety habits (5 points)
67. Be active in the community of the deaf (1 point)
72. Know responsibilities that go along with being a contributing member of society (4,4,3,2=13 points)

V. Computation/Business Skills

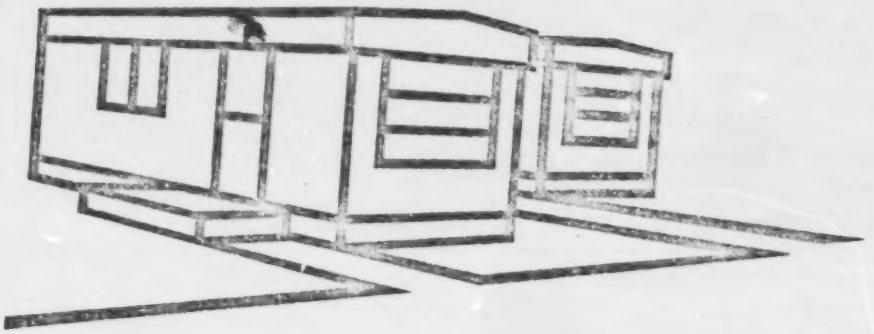
7. Knowledge of money and banking (19 points)
9. Knowledge of contracts and their meanings (1 point)
11. Can tell time (2 points)
13. Complete job application (3 points)
15. Able to keep a budget (1 point)
16. Math computation for personal business (3,3,3,2,1=12 points)
17. Be able to make major purchases without being duped
22. Independently complete income tax forms
32. One year part-time job experience before graduating (4, 1=5 points)
36. Understand the importance of paying bills on time and understanding credit (1 point)
40. Understanding of the deductions taken from a pay check
46. Be able to use a map
50. Ability to count money and make change correctly (2,1=3 points)
60. Understanding the importance of obtaining and paying for insurance
65. Understanding of all aspects of making travel arrangements
80. Knowledge of a will

APPENDIX B

PUBLIC SERVICES

unit LIBRARY

level FIVE



overview

THIS UNIT ATTEMPTS TO ACQUAINT THE STUDENT WITH THE FACILITIES AND RESOURCES AVAILABLE AT PUBLIC LIBRARIES, AS WELL AS CAREER OPPORTUNITIES AVAILABLE.

objectives

TO MATCH VOCABULARY OF ITEMS FOUND IN THE LIBRARY TO THE ACTUAL ITEMS, FOR EXAMPLE: CARD CATALOG, BOOKS, ENCYCLOPEDIAS.

TO LOCATE BOOKS IN THE SCHOOL LIBRARY ON A GIVEN TOPIC USING THE SCHOOL'S FILING SYSTEM.

TO OBTAIN A CARD FOR THE PUBLIC LIBRARY FROM THE BOOK MOBILE AND CHECK OUT AT LEAST ONE BOOK.

TO PUT A GIVEN NUMBER OF BOOKS IN ORDER BY AUTHOR'S NAME.

TO IDENTIFY THE TABLE OF CONTENTS, GLOSSARY AND STORY(IES) IN A BOOK.

TO GIVE THREE RULES DEMONSTRATING HOW TO BORROW AND HOW TO CARE FOR LIBRARY BOOKS.

TO BE EXPOSED TO CAREERS RELATED TO LIBRARY WORK.

C. AREAS OF WORK AND WORKERS IN EACH SECTION INCLUDING:

- LENDING BOOKS, FILM, RECORDINGS, AND WORKS OF ART.
- REFERENCE AND RESEARCH
- PUBLICATIONS
- PRESERVATION AND DISPLAYING OF HISTORICAL INFORMATION AND ITEMS.
- CHILDRENS' LIBRARY AND "STORY HOUR".
- PURCHASING AND MAINTENANCE OF BOOKS, ETC.
- SPECIAL SERVICES
  BOOKS IN BRAILLE AND/OR LARGE PRINT
  TALKING BOOKS
- PROVIDING INFORMATION
- SECURITY
- BUILDING MAINTENANCE

D. STUDENTS CAN DETERMINE WHICH KIND OF LIBRARY THEY VISIT, FOR EXAMPLE:

- LENDING LIBRARY
- REFERENCE LIBRARY
- CLOSED SHELF LIBRARY
- RARE BOOKS LIBRARY
- COLLECTIONS (SPECIAL INTEREST LIBRARIES, SUCH AS THE BROWNING LIBRARY IN WACO, ETHNIC EMPHASIS LIBRARIES, AND THE LAW LIBRARY AT UT.)
- MOBILE LIBRARY
- BRANCH LIBRARY
- SPECIAL LIBRARY
  LIBRARY OF CONGRESS
  TEXAS STATE LIBRARY
  TEXAS ARCHIVES
  MUSEUMS

E. INTERVIEW EMPLOYEES AT THE LIBRARY AND TAKE NOTES.

F. FOLLOW-UP USING THE FIELD TRIP PICTURES AND INFORMATION GATHERED AT THE LIBRARY AND COMPILING IT INTO A BOOK TO BE SHARED WITH OTHER CLASSES.

* PREPARE A STORY AND HAVE A STORY HOUR FOR THE PRESCHOOL OR FIRST GRADE CLASSES.

* PREPARE A SHOW OF ARTIFACTS AND/OR PICTURES FROM THE ART CLASS.

* THE STUDENTS CAN DEMONSTRATE THE CORRECT WAY TO USE A LIBRARY AND SHOW ANOTHER CLASS IF POSSIBLE.

* VISIT A BOOK BINDING COMPANY.

  CUSTOM BOOKBINDERS INC.
  PH. 472-6462
  CONTACT PERSON: JACK MILLER--OWNER

  INTERVIEW THE WORKERS.

  WHAT IS YOUR JOB?
  WHAT EDUCATION DID YOU HAVE TO HAVE?
  HOW LONG HAVE YOU WORKED HERE?

* HAVE THE STUDENTS BIND A BOOK THAT THEY HAVE WRITTEN.

* EXPLORE THE FOLLOWING QUESTIONS AND HAVE THE STUDENT DOCUMENT THEIR ANSWERS SO THAT THE INFORMATION CAN BE SHARED WITH OTHER CLASSES:

  WHO PROVIDES THE MONEY FOR THE BOOKS, ETC. AND THE SALARIES OF EMPLOYEES AT THE PUBLIC LIBRARIES?

  HOW MANY BOOKS DOES THE LIBRARY OWN?

  HOW MANY PEOPLE WORK AT THE LIBRARY?

  WHEN DID THE CITY FIRST HAVE A PUBLIC LENDING LIBRARY?

ENRICHMENT ACTIVITIES

* LET THE STUDENTS SELECT BOOKS FROM THE LIBRARY THAT THEY THINK WOULD BE INTERESTING TO PRESCHOOL OR FIRST GRADE CHILDREN. USING PROJECTOR CARTS DEVELOP A MOBILE LIBRARY FOR PRESCHOOL OR FIRST GRADE STUDENTS. THE STUDENTS WILL ASSUME ALL RESPONSIBILITIES.

* VISIT LIBRARIES WITH SPECIAL EMPHASIS SUCH AS THE MEXICAN AMERICAN COLLECTION OR THE LUTCHER STARK LIBRARY (RARE BOOKS). HAVE THE STUDENTS LIST THE PURPOSE OF EACH LIBRARY, HOW IT IS FUNDED AND HOW MANY PEOPLE IT SERVES.

* LET EACH STUDENT SELECT A SUBJECT, GO TO THE LIBRARY AND MAKE A LIST OF ALL SOURCES AVAILABLE IN THE TSD LIBRARY ON THAT SUBJECT. THEN SELECT ONE OR TWO TO READ AND REPORT ON THE CHOSEN TOPIC.

vocabulary

PUB.S. 5

LIBRARY	TITLE
LIBRARIAN	AUTHOR
CARD CATALOG	COUNTER
SHELVES	PUBLIC LIBRARY
MAGAZINES	BORROW
NEWSPAPER	FICTION
ENCYCLOPEDIA	NON-FICTION
DICTIONARY	BIOGRAPHY
ATLAS	TABLE OF CONTENTS
BOOKS	INDEX
FIND	GLOSSARY
INFORMATION	BRANCH LIBRARIES
CHECK OUT	CALL NUMBER
RETURN	JANITOR
OVERDUE	BOOK BINDER
LIBRARY CARD	REFERENCE
DUE DATE	RESEARCH
BOOK MOBILE	CATALOG FILE
FINE	LENDING LIBRARY

APPENDIX C

PARTICIPANT REACTIONNAIRE
TSD CAREER EDUCATION
CURRICULUM WRITING WORKSHOP
JUNE 1976

This reactionnaire is an effort to obtain some feedback from participants in the TSD Career Education Workshop. We wish to determine the adequacy and effectiveness of the three week curriculum writing workshop.

Please do not put your name on this form. We wish to obtain your honest opinion, and feel that anonymity is appropriate. All responses will be tabulated, and only the responses for the entire group will be reported.

Number of years teaching experience with the deaf_____.

Is this your first experience in developing curriculum? Yes____No____

Please place a checkmark ( ) in the appropriate box to describe your reaction to each of the statements listed below.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. The concept of proving Career Education at TSD is good					
2. Career Education should be a continuous process from K through 12 and beyond					
3. The format of the Career Education workshop was appropriate					
4. The Career Education workshop was well planned.					
5. The Career Education workshop was well staffed.					
6. The Career Education workshop staff provided the kind of leadership needed in this type of workshop.					
7. Writing curriculum materials in terms of learner outcomes, activities and resources, and evaluation made the task easier and more meaningful.					

 PARTICIPANT REACTIONNAIRE, TSD CAREER EDUCATION WORKSHOP, JUNE 1976

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
8. The available reference and resource materials were adequate for providing information for the development of curriculum materials.					
9. The external consultants provided the kinds of information that made curriculum development easier					
10. Much more could have been accomplished if the workshop had continued for a longer period of time					
11. I am satisfied with the materials that have been developed during the workshop considering the time limitations					
12. I would like to participate in another Career Education Curriculum Development workshop.					
13. I feel that I can be a better teacher of Career Education at TSD because of participation in the workshop.					
14. The best way to provide appropriate materials for Career Education is through workshops like this.					
15. Most existing commercially produced materials in Career Education would need to be modified to be used in working with the deaf.					
16. Materials in Career Education to be used for the deaf need to be developed by people who understand the problems inherent in teaching deaf students.					
17. It is important that staff development (inservice training) be provided to all teachers at TSD before they attempt to implement the Career Education curriculum.					
18. The materials developed in Career Education at TSD could be easily exported for use in other institutions for the deaf.					
19. It will be necessary to expend much more staff time over a much longer period of time to really develop an adequate Career Education curriculum for the deaf student.					

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
20. I feel that the TSD administration has provided the kind of support necessary for assuring that Career Education can be successfully implemented at TSD.					

COMMENTS: _____

_____

_____

_____

_____

APPENDIX D

JOB CLUSTER	UNIT												UNIT														UNIT											
ACTIVITIES	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	13	14	1	2	3	4	5	6	7	8	9	10	11	12
STUDENT NAMES																																						

APPENDIX E

GRADE JOB CLUSTER TEACHER YEAR

Student Name	Unit	Activities									Unit	Activities									Unit	Activities								
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
1.											x	x	x	x	x	x	x	x	x	x										
2.												x	x	x	x	x	x	x	x	x	x	x								
3.											x	x	x	x	x	x	x	x	x	x										
4.							x	x	x	x	x	x	x	x																
5.											x	x	x	x	x	x	x	x	x	x										
6.										x	x	x	x	x	x	x	x	x	x											
7.															x	x	x	x	x	x	x	x	x	x	x	x	x			
8.											x	x	x	x	x	x	x	x	x	x										
9.											x	x	x	x	x	x	x	x	x	x										
10.				x	x	x	x	x	x	x																				
11.											x	x	x		x	x	x	x	x	x										
12.										x	x	x	x			x	x	x	x											
13.											x	x	x		x	x	x	x	x	x										
14.												x	x	x	x	x	x	x	x	x	x	x								
15.											x	x	x	x	x	x	x	x	x	x										
16.									x	x	x	x	x	x	x	x	x	x												
17.								x	x	x	x	x	x	x	x	x														
18.											x	x	x	x	x	x	x	x	x	x										
19.														x	x	x	x	x	x	x	x	x	x	x	x					
20.												x	x	x	x	x	x	x	x	x	x									
21.											x	x	x	x	x	x	x	x	x	x										
22.											x	x	x	x	x	x	x	x	x	x										
23.										x	x	x	x	x	x	x	x	x	x											
24.											x	x	x	x	x	x	x	x	x	x										
25.														x	x	x	x	x	x	x	x	x	x	x	x					
Number of Students				1	1	1	2	3	4	7	18	21	21	23	23	23	22	22	21	18	6	5	3	3	3	1	1			

APPENDIX F

GRADE	JOB CLUSTER	TEACHER	YEAR

Student Name	Unit	Activities										Unit	Activities									Unit	Activities								
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
1.											x	x	x	x	x	x	x	x	x	x										
2.												x	x	x	x	x	x	x	x	x	x	x									
3.											x	x	x	x	x	x	x	x	x	x										
4.							x	x	x	x	x	x	x	x																
5.											x	x	x	x	x	x	x	x	x	x										
6.										x	x	x	x	x	x	x	x	x	x											
7.															x	x	x	x	x	x	x	x	x	x	x	x	x			
8.											x	x	x	x	x	x	x	x	x	x										
9.											x	x	x	x	x	x	x	x	x	x										
10.				x	x	x	x	x	x	x																				
11.											x	x	x	x	x	x	x	x	x	x										
12.										x	x	x	x	x	x	x	x	x	x											
13.											x	x	x	x	x	x	x	x	x	x										
14.												x	x	x	x	x	x	x	x	x	x	x									
15.											x	x	x	x	x	x	x	x	x	x										
16.		.							x	x	x	x	x	x	x	x	x	x												
17.								x	x	x	x	x	x	x	x	x														
18.											x	x	x	x	x	x	x	x	x	x										
19.														x	x	x	x	x	x	x	x	x	x	x	x						
20.												x	x	x	x	x	x	x	x	x	x										
21.											x	x	x	x	x	x	x	x	x	x										
22.											x	x	x	x	x	x	x	x	x	x										
23.										x	x	x	x	x	x	x	x	x	x											
24.											x	x	x	x	x	x	x	x	x	x										
25.														x	x	x	x	x	x	x	x	x	x	x	x						
Number of Students				1	1	1	2	3	4	7	18	21	21	23	23	23	22	22	21	18	6	5	3	3	3	1	1			

APPENDIX G

NAME TEACHER YEAR

JOB CLUSTER / UNIT		HOURS		PERFORMANCE CAPABILITY (✓)			
		RECOMMENDED	ACTUAL	ON HIS OWN 4	WITH MIN SUPV. 3	WITH MAX. SUPV. 2	WITH ADD'L TRNG 1
(Activities)	Descriptions of Activities						
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
	TOTAL HOURS						

INSTRUCTOR'S SIGNATURE

START DATE

STOP DATE

APPENDIX H

Measures Reviewed for Possible Use
in TSD Career Education

The instruments listed below were chosen for review based upon annotated bibliographies of the ETS test collection. Additional instruments were rejected without review as (1) inappropriate for the age groups to be included in the evaluation of the Career Education Instructional Project, or (2) not measuring the project objectives.

Self-Awareness - Grades 3,6,8

"Self-Esteem Inventory", Stanley Coopersmith. In The Antecedents of Self-Esteem by Coopersmith; W.H. Freeman and Co., San Francisco, 1967.

Comment: No grade level norms; insufficient technical data.

"Self Report - Inferred Self-concept Scale" ("About Me"). James Parker, in "The Relationship of Self Report to Inferred Self-concept" by James Parker in Educational and Psychological Measurement, 1966, 26, 291-700.

Comment: No norms data, no reliability reported.

"How I See Myself," Ira J. Gordon, Florida Educational Research and Development Council, University of Florida, Gainesville, 1968.

Comment: Well documented, but response made it more difficult for young children than that used in the Piers-Harris scale.

"Piers-Harris Children's Self-concept Scale" ("The Way I Feel About Myself"). C. Piers and D. Harris, Counselor Recordings and Tests, Nashville, Tennessee, 1969.

Comment: Well documented, reviewed favorably in Buro's Mental Measurement Yearbook, 5th Edition. Format requires only a yes-no response.

Career Knowledge - Grades 3,6

"Career Education Cognitive Questionnaires", B. Rader and K. Nelson, Minnesota Research Coordinating Unit for Vocational Education, University of Minnesota, Minneapolis, 1975.

Comment: Field testing involved a relatively limited sample, but instruments are presently being used to evaluate a number of projects, and additional data should be available soon. Quality of printing on instruments is not uniformly high. Recommended by USOE Guidelines for Evaluation.

"Career Education Needs Assessment," A. Blome and G. Rask, Olympus Publishing Co., Salt Lake City, 1975.

Comment: Good face validity in instrument for grades 4-6 but no technical data was available, K-3 instrument requires individual administration.

Career Knowledge and Decision-Making - Grades 4,6

"Readiness for Vocational Planning" by Donald Super. In Emerging Careers by Warren D. Gribbons and Paul R. Lohnes, Teacher's College Press. Columbia University, New York, 1968.

Comment: Requires individual interviews, not appropriate for evaluation.

"Career Development Inventory", Donald Super and David J. Forrest. Teacher's College, Columbia University, New York, 1972.

Comment: Not published; requires weighted scoring; includes attitudinal and cognitive scales; data available from only one study of 400 tenth grade students in Michigan.

"Guidance Inquiry," M. Katz. ETS, Princeton, N.J.

Comment: No longer available: redesigned as an instructional program.

"Assessment of Career Development, Grades 9-12," American College Testing Program, Houghton Mifflin Company, Atlanta (Boston), 1974.

Comment: Well documented, more comprehensive than others reviewed, good match of project objectives and test subscales; requires 125 minutes of test time. Recommended by USOE Guidelines for Evaluation.

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